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FINAL REPORT TO THE TASK FORCE

ON FACULTY RENEWAL OF THE

TEACHER EDUCATION COUNCIL, ONTARIO

Planning for Faculty Renewal in Universities and Faculties of Education

PRINCIPAL INVESTIGATOR

LAVERNE SMITH
PROFESSOR OF EDUCATION

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MAY, 1992

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PLANNING FOR FACULTY RENEWAL IN UNIVERSITIES AND FACULTIES OF EDUCATION

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Finally, the Principal Investigator extends warm appreciation to Frank Clifford, the Executive Director of the Council and Robert Sheridan, Assistant Executive Director and Project Manager for making the project possible and for their usual high calibre of support and understanding throughout all stages of the research.

INTRODUCTION

This study is intended to provide for the Teacher Education Council, Ontario information and conclusions which bear on key questions, issues and directions relevant to faculty renewal in Ontario from the present to the turn of the century and beyond.

The subject under investigation was the state of planning for faculty renewal in English-language and French-language teacher education institutions and in their parent universities. Of particular interest in examining the myriad of issues, opportunities and challenges related to faculty renewal were the patterns of retirements, losses, new positions and corresponding recruitment policies and practices from the past several years, as well as perceptions about and plans to recruit the ideal faculty member for the future. However, in the course of doing so, a combination of quantitative and qualitative data gathering techniques yielded much illuminating information about the nature and needs of teacher education institutions and their universities in general.

To the extent possible within the timeframe and scope of the project, and where available, faculty renewal plans for teacher education institutions in other

provinces in Canada were obtained and considered along with information about the varying social and economic milieus of the relevant jurisdictions.

In addition, similar data from other professional faculties in Ontario such as law, engineering and medicine were collected and utilized in order to place the main focus of this research into a broader context with some comparative perspective.

In the initial stage, sources of data bearing on faculty renewal were obtained and examined to inform and assist in the development of a plan for carrying out the study. Subsequently, a total population survey (see Appendix A and B) was conducted of the Ontario teacher education institutions and of The Ontario Institute for Studies in Education (see Appendix C). Supplementary surveys were also carried out with university presidents (see Appendix D) and other major stakeholders such as the Ontario Teachers' Federation, student and parent groups, school trustee and supervisory officers' associations (see Appendix E). Further, discussions and interviews were held extensively with the deans of education (see Appendix F), officials representing the various major groups, numerous tenure-stream and seconded faculty, recent teacher education graduates and with university and government officials representing teacher education in British Columbia, Alberta, Quebec and Nova Scotia and other professions in Ontario. These contacts provided new insights, valuable guidance and further questions for research.

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* "Teacher education institutions" will be the generic term employed to refer to all schools, colleges and faculties of education.

PERSPECTIVES ON FACULTY RENEWAL

For the purpose of this study, faculty renewal is considered in its broadest sense and is intended to imply an array of meanings. First and foremost, it is about getting, keeping and nurturing valuable human resources, since people *are* the organization. Little of value can take place without the presence of well-prepared, committed individuals who are suited to the needs of a communal endeavour. Therefore, an important aspect of faculty renewal is the planning, recruitment and hiring of new faculty; another and equally challenging aspect is the on-going revitalization of continuing faculty to ensure that they grow professionally throughout their careers.

Faculty renewal can also entail organizational self-assessment and planned change. The creation of innovations, curriculum revision, policy overhaul and other aspects of reform are by-products of faculty renewal. Conversely, they can serve as triggers for it. For example, an innovative program idea may emerge when new people join an organization or it may serve as the catalyst for either the refreshment or retirement of aging staff; it may also necessitate the hiring of new and different people. Thus, faculty renewal is understood to have an interactive link with program and policy development and analysis activities, planning processes and organizational renewal in general.

Renewal may be planned or precipitated by external events beyond the control of the organization. Indeed, change often results from some combination of self-imposed and serendipitous forces. A high turnover of faculty through retirements and losses or belt-tightening necessitated by an economic downturn can both become opportunities for a variety of positive changes which might otherwise not have been contemplated. They may also be the rationale for changes that some or all members of an organization would wish to make under any circumstances.

However, in some organizations, the reasons, especially when they are external, can cloud the renewal effort. Some members will resist initiatives which they feel are not of their making or when they think the reasons for the change are not "pure" in their motivation. As one dean wrote to his faculty in an internal discussion paper recently,

> So let me repeat: the current fiscal restraints are very likely only the beginning of long-term economic, and thus social, adjustments. In our case, this will mean hardships.
>
> In this connection, let me deal with two common criticisms of my efforts to stimulate this Faculty to take a critical look at its programmes and undertake some basic reforms. One rests on the argument that we should not reform simply because of economic pressures; this, it is said, is wrong. We should be doing all of this for academic and pedagogic reasons. This line of argument confuses two separate issues that need not be confused — and, in fact, which I tried to separate in my previous papers. One is the inescapable fact that the reason *why* we are thinking of reforms is because of financial considerations; the other is that *how* we decide to reform our programmes and faculty *ought* to be determined by our educational philosophies. To repeat, the *motivation* is undoubtedly and undeniably economic; but the *way* we respond to these pressures *ought* to be determined on academic grounds.

Ontario's teacher education institutions have had many opportunities and catalysts for faculty renewal in recent years, particularly starting in the late 1980s with the beginning of the exodus of retiring faculty hired in the 1960s and 1970s, the growth in student demand for teacher education and the provincial review of the area, along with the stimulation created by a number of innovative new programs and initiatives in various faculties. The next two decades will continue to bring many new opportunities and challenges for renewal in all of its various aspects and forms.

RESEARCH CONTEXT AND RATIONALE

There has been a good deal of discussion and concern about university faculty renewal over the past several years in Ontario and other jurisdictions in Canada and beyond. Indeed, some sources in the United States (Bowen & Sosa, 1989) are forecasting that the overall ratio of 1.6 candidates per position available in that country at the start of the 1990s will plunge to 0.8 for each position by 1997, a time when Ontario's need is expected to accelerate. Local studies to date agree that the demand for faculty in general is likely to outstrip the supply within the present decade (Rajagopal & Farr, 1991; Ontario Council on Graduate Studies/Council of Ontario Universities, 1990; Association of Universities and Colleges of Canada, 1991).

In Ontario, it appears that we may be entering a 20-year cycle of relatively high demand for university professors which, for similar historical and demographic reasons, parallels the teacher supply and demand scenario (Smith, 1989 a & b). The largest single factor driving the demand in the professoriate will be the echo effect of retirements of the faculty hired during the period of unprecedented growth in the university sector which extended from the late 1940s to the late 1960s. Need will also be generated by losses other than retirements such as the steady exodus of faculty from the universities to other occupations (Bowen & Sosa, 1989), death and illness. As well, new positions can be created as a result of higher enrolments or the addition of new programs, although the present

Ontario Government funding formula which sets an enrolment corridor for each university constrains the possibility of growth for at least the short-term future.

Finally, the very recent Ontario government announcement of a drastic reduction in transfer payments for university operating grants to the level of 1 to 2 per cent will undoubtedly interact in a significant way with the need to renew the professoriate. Indeed, according to some views, it may totally invalidate present hiring projections for the purposes of near future planning. To quote one university president:

> Unfortunately the collapse of funding has led to a collapse of plans to renew faculty. It will be all we can do to keep something like our present complement, and likely the system as a whole will suffer significant attrition.

The complexities and differences of our present era of professorial supply and demand enormously complicate our ability to plan effectively and to learn from lessons of the past. There are many distinct peculiarities in our present cycle which are exacerbated by regional, linguistic, equity and subject discipline considerations. In the past, Ontario could normally count on hiring faculty from the United States as it did in great numbers during the 1960s. However, this source is less likely to be a solution in the 1990s because there will also be shortages in American universities which can often offer more attractive research and teaching conditions than our universities. Comparatively speaking, the cost of living in our cities has also become prohibitive. Attracting faculty to Metropolitan Toronto to Ontario's two largest universities is likely to become a growing challenge with the cost of living, in particular, serving as a serious deterrent to recruitment. In fact, the likelihood of a reverse flow in which we lose

our brightest and best faculty to universities south of the border could be added to a mounting list of concerns.

Rajagopal and Farr (1991) are studying the possibility that part-time academics who compose more than one-third of all Canadian faculty may offer some help in alleviating the impending problem. They make the following point as a result of their research to date:

> Universities across North America are now expressing alarm over the serious shortage of qualified academics, a phenomenon which will become increasingly acute over the next two decades. Unfortunately, the articulation of the problem has been better developed than have strategies for its solution. The continent-wide nature of the problem means, for instance, that Canada's recourse of the 1960s, to draw upon foreign sources, will confront equally serious shortages in the United States.
>
> Staffing projections show retirements far exceeding replacement rates from traditional sources, and suggestions that the solution lies in speeding up graduate degree completion rates seem impracticable and short-sighted.

Typically, staffing difficulties are projected in mathematics and physical sciences. However, because of the steady decline over 15 years in doctorates awarded, the humanities and social sciences will likely experience problems at least as serious (Bowen & Sosa, 1989). In Ontario, for a number of reasons, including the lower participation rate of francophones in higher education, the difficulty of hiring an anglophone academic in any discipline can always be magnified several fold for a similar francophone recruitment (Faculty of Education, University of Ottawa, 1986; Ontario Council on Graduate Studies, 1990).

The labour market outside of the universities has also changed markedly in its thirst for credentials over the past two decades. There is now a much greater

degree of competition from outside for employees with doctorates in all fields. Since this trend is not reversible, the universities will no longer have an automatic monopoly on hiring their own graduates. Planning is complicated considerably when assumptions cannot be made about the number of doctoral candidates in progress who will actually end up accepting employment with a university.

The situation that our universities in general are facing bears on and interacts with renewal in teacher education in numerous ways.

FACULTY RENEWAL IN TEACHER EDUCATION

There have also been harbingers about the issue of faculty renewal specifically within our teacher education institutions. Research initiated by the Ontario Teacher Education Review Steering Committee forecast the impending problem several years ago.

> In Ontario over the next few years there will be unparalleled opportunities for faculty renewal. Not only are faculties expecting a large number of retirements, but some plan to expand, creating additional full-time positions.
>
> (Fullan & Connelly, 1987, p.30)

> There will be an interesting parallel situation concerning supply and demand in post secondary institutions when the colleges and universities begin to experience large numbers of retirements in the mid-1990s. Within the teacher education institutions, for example, most report substantial retirements of full-time faculty members. On the whole, it is anticipated that approximately one-half of the Education faculty in the province will retire over the next five years. Leaving aside whatever growth in faculty complement may be

> required to deal with additional students, merely to replace retirements will require more than 200 new tenure stream faculty members. Of course, teacher education institutions are also likely to be affected by the retirement of many of the part-time and seconded faculty members who are full-time professionals in the field and who play a vital role in their pre-service and in-service programs.
>
> In regard to what might become a crisis for teacher education institutions themselves in identifying an adequate supply of new faculty members, one area of concern that has been noted is the proposed new superannuation legislation which constrains mobility between universities and between universities and school boards.
>
> (Smith, 1989a & b, p.33)

Despite this early attention there appears to be a relative paucity of research bearing on either the overall issue or any of the relevant factors, situations and questions that sustain our interest in the matter.

CHALLENGES AND OPPORTUNITIES

Times of change, and especially those which involve need, offer both challenges and opportunities. The challenges must be met and the opportunities should be taken. Ontario and many other jurisdictions in North America will witness the closest chance to a fresh start in teacher education that many of us will ever experience as our reservoir of teachers and teacher educators empties and refills over the next two decades. In effect, this is a chance of a lifetime to usher in a new and better era in education to begin the next millennium (Clifford, 1990; Smith, 1989c).

On the other hand, many teacher education institutions will be fighting for their lives in universities suffering from straitened resources. When "push comes to

shove" in any organization, those with the lowest status often lose out, and it is no secret that, among university faculties, education suffers from chronically low esteem (Bordeleau, 1990, Pitman; 1991). However, this problem is not a recent phenomena nor is it just about teacher education, but more about what it represents or threatens in terms of traditional university values. Since the early twentieth century when industrialization, urbanization and the subsequent growth in bureaucracy and credentialism pushed most professional education into the universities, there have been perennial struggles, and tensions between liberal arts education and professional training. The theory versus practice dichotomy has a lengthy past (Axelrod, 1990). Even among professional faculties, education is surrounded by units such as law and medicine which enjoy higher prestige and a more equitable share of the revenues they generate (Harman, 1989).

LINKING RENEWAL WITH REFORM

If we are to avoid simply recasting past and present programs, practices and policies and entrenching them for the long-term future, renewal must be much more than collecting statistics and hiring new faculty. It must be integrally bound up with reflection about reform.

Certainly, the voices calling for reform in teacher education in Ontario and elsewhere have become louder and more plentiful in recent years (Andrews, 1984; Awender, 1986; Clifford, 1990; Connelly, 1987; Fullan, Connelly and Watson, 1990; Fullan, 1985; Ontario Teachers' Federation, 1985; Pitman, 1991; Schön, 1987; Smith, 1989a,b & c, & 1988a; Wideen & Holborn, 1986). The

message urges rethinking rather than simply reworking our present system. As Fullan, Connelly and Watson (1990) wrote, "it is the overall countenance of teacher education rather than any one of its parts that needs reform" (p.58).

A period of reform and fresh start, is a time when great strides can be made on chronic issues such as curricular overhaul, equity concerns about multiculturalism and under-represented groups, appropriate staffing models and better integration of theory and practice. Through faculty renewal in Ontario, we have a rich opportunity to make such advances within a reconceptualization of teacher education as a whole.

However, we must also be wary of jumping onto bandwagons or thinking of any particular innovative idea as a panacea for all our woes. For example, would a close examination of staffing models reveal that school board secondments revitalize teacher education institutions by bringing in excellent practitioners from the field to work in collaboration with academics or would we see that they serve in a master-slave relationship which perpetuates two solitudes and allows full-time faculty to drift further away from practice? Perhaps both. There are many questions to be asked and many assumptions to be tested.

In short, faculty renewal is not simply an issue of numbers and quantitative concerns. It also involves a range of crucial substantive matters which shape qualitative processes and outcomes.

RESEARCH METHODOLOGY

A combination of qualitative and quantitative data gathering techniques were employed to carry out this study. It was felt that an amalgam of data from surveys, interviews and document analysis would best serve the needs expressed in the Request for a Proposal.

PHASE 1 — DESIGN/DOCUMENT GATHERING AND ANALYSIS

After the adjudication process and selection of a proposal, the Principal Investigator met with the Executive Director and Assistant Executive Director of the Teacher Education Council, Ontario to discuss research design and implementation. An exchange of information concluded with the choice of a francophone consultant. Subsequently, Dr. Yves Herry and Dr. Denis Levesque, both of the University of Ottawa, were engaged to join the project.

Following this planning meeting, the Principal Investigator contacted the ten faculties of education for their specific renewal plans and the senior administration of their parent universities for their general university plans related to faculty renewal, collective agreements and employment equity statements. The Teachers' Pension Plan Board was contacted to obtain the most current superannuation regulations. Finally, the Council of Ontario Universities,

the Ontario Council on University Affairs, the Ministry of Colleges and Universities, teacher education councils or ministries in other provinces and some other professional faculties in Ontario were contacted for any pertinent information, advice and documents which were available. Analysis of these materials have provided useful background and contextual information with which to prepare survey instruments and to carry out the overall study.

PREPARATION OF SURVEYS

A survey instrument (see Appendix A) was prepared and translated into French (see Appendix B). After consultation and pre-testing with the Task Force on Faculty Renewal, a committee on which the Ontario Association of Deans of Education has representation, the survey was sent to the ten deans and directors of the teacher education institutions. The survey was designed to gather information pertaining to such topics as:

- University and faculty renewal plans, especially with regard to questions arising from the initial analysis of them;

- Processes used to produce these plans;

- University and faculty decision-making processes in regard to appointments of faculty;

- A listing of the desirable characteristics of a member of a faculty of education in the future for pre-service, in-service and graduate programs; an awareness

of differing points of view; the most likely source(s) of supply for such a member; and the most appropriate overall mix of members for a faculty;

- A listing of the priorities used for hiring in:
  - the pre-service programs
  - the in-service programs
  - the graduate programs
  - combinations of the above;

- How special issues, needs and aspirations (e.g., multiculturalism, gender equity, French-language difficulties, integration of theory and practice, etc.) can be or are being addressed through faculty renewal;

- A description of the various categories in the hiring process (e.g., tenure track, cross-appointments from other faculties, secondments from school boards, contractually limited appointments and reverse secondments to school boards) to include the number of staff in each category, the patterns that have existed over the last ten years, expected changes and the reasons for them;

- Relationships, status and degree of integration among the categories of faculty;

- How collective agreements, university by-laws, policies and practices, and superannuation regulations encourage or impede the hiring of appropriate members for a faculty of education;

- An outline of present staff recruitment practices at teacher education institutions; a description of the present difficulties in recruiting staff; and a listing of possible strategies that are being developed to attract appropriate staff in the future;

- A report on existing policies/practices which:

  (i) facilitate an effective integration of new faculty members into the university community, and

  (ii) offer incentives for in-service and renewal of experienced faculty.

Letters of consultation with overlapping survey questions to check variance in perceptions were sent to (1) the presidents of the ten relevant universities (see Appendix D), and (2) to officials representing the Ontario Teachers' Federation, student and parent associations, school trustees, supervisory officers, recent teacher education graduates and others (see Appendix E). The Ontario Institute for Studies in Education, as a potential major source of faculty of education members, was surveyed with a separate and differentiated instrument (see Appendix C). Finally, university and government officials representing teacher education in British Columbia, Alberta, Quebec and Nova Scotia and officials representing the legal, medical and engineering professions in Ontario were consulted for information about their respective jurisdictions or professions.

PHASE 2 - DATA COLLECTION AND ANALYSIS

The surveys of deans of education (see Appendix A and B) were administered, collected and analysed during the fall of 1991 and January, 1992. The teacher education institutions found the completion of these instruments a lengthy and arduous task. For the most part, faculty records are not established in such a way as to readily provide reports to answer the array of questions that bear on the issue of faculty renewal. However, in personal contacts with deans and their executive staff, it was indicated that they considered the types of information requested through the survey to be valid and desirable from a planning perspective, both in general for the province and for their own internal planning purposes.

Following completion of the initial stage, contact was made with universities to follow up points of interest and to interview deans (see Appendix F), presidents, relevant vice-presidents, deans and/or faculty members, such as secondments, selected as a result of responses to the survey or on the advice of key informants. As well, selected personal and/or telephone interviews were conducted to follow up as appropriate with a range of individuals from other major categories such as school boards, federations and parent associations.

Institutions and individuals were assured that confidentiality would be protected throughout the various phases of the study. The presentation of all data has been done in a fashion which will preserve the anonymity of both people and organizations, except where information is already publicly available or where prior consent has been given by participants.

SCHOOLS, COLLEGES AND FACULTIES OF EDUCATION

AN OVERVIEW

There are nine English-language and two French-language teacher education programs housed in 10 schools, colleges and faculties of education in Ontario. The Faculty of Education at the University of Ottawa is the only one in which there are programs in both official languages. Laurentian's studies are offered solely in French and all others are conducted in English. The 10 teacher education institutions are distributed throughout the various geographic regions of the province. Each occupies its own distinct area with the exception of the Faculty of Education at the University of Toronto and the Faculty of Education at York University which share the Greater Metropolitan Toronto region as a joint catchment area.

All faculties, except two (one which has an approved, but as yet, unfunded master's proposal, and the other which has six part-time MAT students and a desire to expand its graduate offerings), offer a full range of teacher education programs from pre-service to in-service and graduate levels. However, the graduate programs are mainly offered at the master's level with only Ottawa extending to the doctoral level in three areas. As a result, the Ontario Institute

for Studies in Education, which is the main graduate school in the province, is particularly important as a potential, provincial source of doctoral graduates with specialization in a variety of disciplines within education.

For the purposes of this report, the aggregate findings and analysis of data from the English- and French-language programs are presented. In addition, the detailed data for the two French-language programs are disaggregated from overall teacher education data and shown in a set of corresponding tables. Information concerning The Ontario Institute for Studies in Education is also treated separately in regard to some topics and issues which are discussed.

WHO ARE THE FACULTY MEMBERS?

In all 10 teacher education institutions, there is a total of approximately 513 full-time faculty members with 445 (86.7 per cent) working in the English-language programs and 68 (13.3 per cent) devoted to the French-language sections.

Of the total population of 513 faculty members teaching in the two languages, about 30 per cent of the appointments are of a non-permanent nature. Unlike the 70 per cent who form the ranks of the tenured and probationary tenure-stream faculty appointments, most other appointments such as secondments from school boards, those hired on a limited-term contract from outside the university or cross-appointed from other faculties in the universities can normally expect to stay only from one to three years.

Together, these 513 members teach some or all of the following student groups (see Table 1): approximately 6,682 pre-service students with 5,595 in their graduating year and 1,087 concurrent students at less advanced stages, more than 21,000 students who study part-time in in-service programs, 1731 part-time and 238 full-time MEd and MAT students and 56 PhD students (34 full-time and 22 part-time). Palpably, these full-time faculty members are heavily reinforced by about 2,000 part-time faculty members hired from sources outside the university (mainly practising, professional educators from school boards) to teach one or more courses per year in addition to their regular full-time employment elsewhere. The picture of who teaches whom and in what proportions is rather complex and varies from institution to institution. Further discussion of this topic will be dealt with in a subsequent section of the report.

Detailed information has been obtained concerning the total population of 445 full-time English-language and 68 full-time French-language faculty members resident in faculties of education in Ontario through administering a questionnaire (see Appendix A and B) to deans of education. Whether a complete institutional rate of return of ten surveys or information about the full population of teacher education faculty is the basis for consideration, the rate of return allows for a 95 per cent degree of confidence in findings.

It is hoped that the information which has been gathered about the 513 members who represent all of the education faculty in Ontario will serve to give a textured overview of teacher education personnel for planning and policy purposes.

TABLE 1

OVERALL 1991-92 STUDENT BODY IN TEACHER EDUCATION

Pre-Service Program Enrolment	=	6,682	Consecutive	=	5,061	English =	4,705
						French =	356
			Concurrent	=	1,621	English =	1,482
						French =	139
Pre-Service Students in Graduating Year	=	5,595	Consecutive	=	5,061	English =	5,194
			Concurrent	=	534	French =	401
In-Service Part-time Enrolment	=	21,000	English	=	20,000		
			French	=	1,000		
MAT (part-time)	=	6	English	=	6		
MEd (part-time)	=	1,725	English	=	1,467		
			French	=	258		
(full-time)	=	238	English	=	187		
			French	=	51		
PhD (part-time)	=	22	English	=	13		
			French	=	9		
(full-time)	=	34	English	=	19		
			French	=	15		

Note: There are no MA or EdD enrolments. OISE is not included here.

The following tables show a breakdown of the distribution of all faculty members across institutions (see Table 2) and the type of appointment, gender category and visible minority status of the total population of 513 members for whom data has been obtained (see Tables 3 and 5). As well, there is a disaggregated representation for French-language appointees (see Tables 4 and 6).

TABLE 2

DISTRIBUTION OF FULL-TIME FACULTY MEMBERS IN ONTARIO SCHOOLS, COLLEGES AND FACULTIES OF EDUCATION

Size of Full-time Faculty Complement	10	20	30	40	50	60	70	80	90
Number of Institutions	0	1 (Fr.)	3	1	1	0	1	1	2 (1=66% French)

Table 2 illustrates the spread in the size range of the full-time faculty complement from relatively small groups of approximately 20 or 30 up to the largest at 90. However, the number of full-time faculty should be understood to be only one measure of the size of a faculty of education, and not one which can necessarily be used to predict other measures of size such as student body. As a result of the variability in part-time faculty use, professor/student ratio and other factors, one finds relatively small to medium-sized faculties with large overall student bodies or unexpectedly large graduate programs. In the northern part of the province, it is also common to find a small number of people tending to the needs of enormous geographic areas. Conversely, some larger faculties serve smaller numbers of students in graduate programs or overall than might be

expected given their size and urban locations. In sum, few assumptions can be made on the basis of full-time faculty complement.

TABLE 3

ALL FULL-TIME TEACHER EDUCATION FACULTY IN ONTARIO

Appointment Category	Total Number	Gender		% by Gender	
		F	M	F	M
Tenured	279	58	221	20.7	79.3
Tenure-stream Probationary	97	56	41	57.7	42.3
Limited Contractually	39.5	22.5	17	57	43
Secondment	71.5	38.5	33	53.8	46.2
Cross-appointment	17	4	13	23.5	76.5
Other	9	4	5	44	56
Total	**513**	**183**	**330**	**35.7**	**64.3**

TABLE 4

NUMBER OF FACULTY WITH VISIBLE MINORITY STATUS

Native Canadian	Black	East Indian	Chinese	Other
6	6	0	0	5

Based on the data in Tables 3, 4, 5 and 6 collected from the ten teacher education institutions, a number of comments can be made regarding size of the cohort in comparison with student body, gender representation, visible minority status and permanency of membership.

As noted previously, the overall size of the cadre of full-time teacher educators is relatively small in comparison with the size of the student body for which they are responsible. It should also be noted that various university documents such as those on tenure and promotion make it clear that teaching is only one of the three main areas of duty expected of faculty members. The other two areas are normally specified as: (1) research activity, publications and professional contribution to one's field or discipline, and (2) service to the university and community in the form of participation in committee and project work, giving speeches and otherwise sharing expertise and representing the university externally in a professional manner .

The "mismatch" in the size of the faculty and student bodies is all the more noteworthy if one considers that approximately 30 per cent of the population is composed of appointments such as secondments and contractually limited appointments which are not of a permanent, on-going nature.

How is such a feat possible? In the past decade, faculties of education have employed large numbers of part-time instructors mainly from the ranks of school board staff. The teacher education institutions also appear to have relatively high student/teacher ratios in comparison with other areas in the universities. Indeed, one university's documentation shows its faculty of education as having the highest ratio in the entire university. Another university source shows a faculty

of education as having the second lowest budget in the university while being the second highest generator of income of all its faculties.

In regard to gender representation (see Table 3), men comprise 64.3 per cent or close to two-thirds of all the full-time appointments and women comprise 35.7 per cent. While the percentage of women appears to be relatively high in comparison with the overall university provincial average of 19.1 per cent for women in full-time university faculty appointments (Ontario Council on University Affairs, 1991), the picture can be viewed in other ways. For example, only 20.7 per cent of the tenured members are women and women represent a disproportionately large share of the non-permanent appointments. Women occupy 54.9 per cent of all seconded and contractually limited appointments which normally hold no future in the universities.

On the other hand, appointments of the past five years show signs of change. In the probationary tenure-stream category women constitute 57.7 per cent of the faculty. However, even if all these women are successful in gaining tenure in the next few years, they would still only bring the tenured female category to 30.3 per cent. Of course, this record will need to be considered in the larger context of a profession which has been dominated by numbers of women for more than 100 years (Smith, 1991) and which has a predominantly, female graduate student body (70 per cent overall and 64 per cent at the doctoral level) and undergraduate student body (Ontario Council on Graduate Studies/Council of Ontario Universities, 1990; Ontario Council on University Affairs, 1991).

Information reported by deans about the visible minority status of their full-time faculty (see Table 4) reveals that 3.3 per cent can be classified in this way

overall. In French-language programs the percentage is 1.5 (see Table 6). In comparison with the 1 or 2 per cent that most deans estimate for visible minority status in the student body, the figure seems respectable at first glance. On the other hand, if the total is disaggregated by faculty, 52.9 per cent (9) are clustered in two institutions; two faculties have no member with visible minority status and one large institution with a more heavily multicultural student body in teacher education has only one visible minority person among its large staff. Further, visible minority members appear to parallel women in being under-represented in tenured positions and over-represented in less senior and non-permanent categories in proportion to their overall participation, although more data is needed to confirm this finding.

TABLE 5

FULL-TIME FRENCH-LANGUAGE TEACHER EDUCATION FACULTY

Appointment Category	Total Number	Gender		% by Gender	
		F	M	F	M
Tenured	43	12	31	27.9	72.1
Tenure-stream Probationary	13	5	8	38.5	61.5
Limited Contractually	1	0	1	0	100
Secondment	7	2	5	28.5	71.5
Cross-appointment	4	0	4	0	100
Other	0	0	0	0	0
Total	**68**	**19**	**49**	**27.9**	**72.1**

TABLE 6 NUMBER OF FRENCH-LANGUAGE FACULTY WITH VISIBLE MINORITY STATUS				
Native Canadian	Black	East Indian	Chinese	Other
1	0	0	0	0

WHO ADMINISTERS?

Overall, the teacher education institutions include a number of different types of roles in the make up of their academic leadership (see Table 7). However, in terms of total number of administrators, they range from a low of 5 individuals in one faculty to a high of 11 in another institution. All have a dean (8) or director (2), but there are five faculties with no associate dean, three with one each and two which have two apiece. No two institutions look very much alike with regard to the range of roles, the amount of time designated or the responsibilities within the positions. Academic administrative responsibilities are obviously allocated in unique ways which fit local practice, needs or perhaps the talents and range of the human and other resources available.

Once again, overall size of the full-time faculty complement or size of student body are not always good indicators of the types and numbers of positions found. One faculty with 90 full-time members and a relatively large student population has no associate dean and only four positions below that level which report to the dean. There was only one faculty with an assistant dean; that person has 50 per cent of her time allocated for administrative work in which she is responsible for the co-ordination of research activities.

With regard to race and gender, the leaders in teacher education are largely white and male. There are no visible minority members in any of the 57 positions and men comprise 100 per cent of the deans and one of the two directors' positions, 86.7 per cent of the senior ranks of deans and associate deans combined, 100 per cent of the graduate directors and 84.2 per cent of the chairs.

Women who comprise 35.7 per cent of the overall faculty complement and 20.7 per cent of the tenured category, normally considered the pool of qualified senior candidates for leadership, occupy 12.5 per cent of the senior decanal ranks (2 associate deans) with none at the dean's level and one of the two directors' positions. They make up 15.8 per cent of the chairs, but have no representation amongst the graduate directors or in professorial/teaching roles as in-service directors. Only in roles such as that of practicum co-ordinator, which some people view as less prestigious, are they represented in proportion to their overall participation in teacher education.

Preliminary information about the background of the present group of deans of education shows that six have some field-based teaching experience in elementary and secondary education, two have academic background in education-related fields, but no field-based teaching experience and two have no academic or professional background of experience in the field of education. Five have a background of teacher education experience in Ontario, three are recent newcomers with teacher education background from other provinces and two have not participated in teacher education previous to becoming deans of education. Presently, three of the ten deans hold temporary appointments as acting deans or directors.

In terms of previous background, all appear to have held other appointments which could be seen as preparation or forms of "anticipatory socialization" (Smith, 1991) for their present duties. Five have previously worked at the decanal level as either deans or associate deans and the others have served as chairs or in various co-ordinating roles. Further information is necessary in order to extend this profile of the decanal group.

TABLE 7

ACADEMIC ADMINISTRATIVE ROLES IN TEACHER EDUCATION INSTITUTIONS

Role	Total	% of Time Allocated	Gender M	Gender F	Visible Minority Status	Disability/ Physically Challenged
Dean	8	7 @ 100% 1 @ 90%	8	0	0	0
Director	2	2 @ 90%	1	1	0	0
Associate Dean	7	4 @ 100% 2 @ 90% 1 @ 70%	5	2	0	0
Assistant Dean	1	50%	0	1	0	0
Graduate Director	6	16/30/40/50/70/70	6	0	0	0
Chair	19	3 @ 0 (with stipend) 5 @ 30% 3 @ 40% 5 @ 60% 1 @ 75% 2 @ 100%	16	3	0	0
Pre-Service Co-ordinator	5	30/50/70/100/100%	2	3	0	0
In-Service Co-ordinator	4	30/40/50/100%	4	0	0	0
Practicum Co-ordinator	6	30/65/66/75/90/100%	2	4	0	0

TABLE 8

ACADEMIC ADMINISTRATIVE ROLES IN FRENCH-LANGUAGE PROGRAMS

Role	Total	% of Time Allocated	Gender M	Gender F	Visible Minority Status	Disability/ Physically Challenged
Dean	1	1 @ 100%	1	0	0	0
Director	1	1 @ 90%	0	1	0	0
Associate Dean	0	0	0	0	0	0
Assistant Dean	1	50% (Research)	0	1	0	0
Graduate Director	1	50%	1	0	0	
Chair	0	0	0	0	0	0
Pre-Service Co-ordinator & In-Service Co-ordinator	1	100%	1	0	0	0
Practicum Co-ordinator	0	0	0	0	0	0

NOTE: The dean, assistant dean and graduate director shown in Table 8 have joint responsibility for both an English- and French-language program.

FACULTY TEACHING AND SUPERVISION

Since the faculties of education have differentiated and unusual staffing patterns in comparison with more traditional university faculty models, the question of which category of faculty member teaches in which program and in what proportion is an extremely complicated one. The scene is further blurred by the fact that the proportion of categories of teaching staff vary dramatically across the different institutions. Indeed, it was often difficult for the faculties themselves to give exact data about each of their own operations which they could feel confident was accurate. Therefore, any attempt to try to be very specific about the overall scene could be very misleading. Instead, some general tendencies will be offered.

The data collected show that, as a proportion, tenured and tenure-stream faculty range from a low of approximately 50 per cent in a couple of faculties up to near 90 per cent in a couple of others, with the remainder distributed between these extremes. Secondments as a proportion range from a low of 0-10 per cent to a high of almost 50 per cent. Such proportions must be understood before any statement about the proportion of a category teaching in a given program can be meaningful.

Generally, it appears to be the case that faculties which have an active graduate program deploy their tenured and tenure-stream members to teach first and foremost at that level. When a very high proportion of the tenure-stream group are occupied with the graduate program, the typical pattern is one in which the pre-service program is largely handled by secondments and the in-service program by part-time staff. It should also be said that wherever there is pressure

in terms of the size of the full-time cadre in comparison with the overall number of students to be handled, this pattern of deploying faculty seems to be used regardless of proportions of tenured and tenure-stream faculty in relation to the full-time faculty complement.

FIELD SUPERVISION IN PRE-SERVICE PROGRAMS

On the question of field supervision, responses indicated a wide range of differences. In more than one-half of the teacher education institutions full-time faculty members, usually in the tenured and probationary tenure-stream categories do not participate in field supervision in pre-service programs. In several faculties, the proportion of all full-time faculty who are not involved is upwards of 60 per cent. In several others it was in the range of 10 to 30 per cent. In one institution, tenured and probationary tenure-stream faculty rarely do field supervision which is done almost exclusively by the seconded sector of the full-time teaching staff.

On the other hand, in four faculties, all full-time faculty members are expected to participate in field supervision. One response said, "All faculty including the Dean supervise".

Full-time faculty not involved in field supervision are reported as most likely to be involved in teaching foundations courses if they are involved in pre-service programs at all. However, a few do teach in methods or curriculum and instruction courses without taking part in the corresponding supervision portion in schools. Most commonly, though, full-time faculty members who were either not involved at all or not heavily involved in pre-service programs tended to be

tenured and probationary tenure-stream members who were deployed to work at the graduate level.

On the question of the ratio of students to faculty members involved in field supervision, there is a range of responses from 11:1 to 60:1 with little variation according to Primary/Junior, Junior/Intermediate and Intermediate/Senior divisions. The faculties can be distributed into three clusters with about one-third each having supervision ratios that were in the ranges of 11-12:1, 15-22:1 or 30-60:1. One faculty with a 50:1 ratio explained that with associate teachers and other field personnel included their ratio was much less, perhaps even as low as 6:1. However, the actual participation of full-time university teaching staff would be such that faculty members teaching in methods courses would normally supervise 50 students or more as part of their on-load assignment each year.

SCHOOL BOARD SECONDMENTS

The faculties presently employ 71.5 secondments who constitute 13.9 per cent of the full-time teaching staff in teacher education in Ontario. In terms of gender and race they are 53.8 per cent female and have visible minority status which boosts the overall full-time teacher education faculty record on these counts considerably.

With the exception of one institution which reported no use of secondments, they are employed in all other faculties in varying proportions ranging from a low of 3.4 per cent in one faculty's full-time teaching staff to a high of 48.9 per cent in another institution.

Further detail about the background, roles and relationships of the secondments to their faculties is given in a subsequent section of this report.

CROSS-APPOINTMENTS TO TEACHER EDUCATION

Faculties of education have made use of cross-appointments or the borrowing of faculty members from other faculties and disciplines within universities for a variety of reasons over the past 20 years and particularly over the past 10 years. Once teacher education became a part of the universities, it was felt that forging such links would enhance integration by building positive relationships and better understanding in the overall university community. It was also thought that higher expertise might be tapped by drawing in leading academics with specialized knowledge who were on the cutting edge of their fields, much in the same way that secondments were drawn on for their *au courant* knowledge of practical and applied matters in the field.

Overall, the teacher education institutions report that there are 17 individuals teaching full-time as cross-appointments (13 English-language and 4 French-language) or about 3.8 per cent of the full-time teacher education force. Further, there are 12 members cross-appointed on a part-time basis as a portion of their regular teaching loads in another unit or as an over-load assignment done in addition to their regular jobs.

Presently, seven of the 10 faculties employ cross-appointments either as part of their full-time and/or part-time teaching staff, although their use tends to be particularly concentrated in just a few institutions. For example, two institutions

account for the hiring of 11 of the 17 full-time cross-appointments, and two others for 10 of the 12 part-time members.

Their teaching duties vary from faculty to faculty and cover a range of areas. In one faculty, they teach in Intermediate/Senior discipline-based practicum-seminar or methods courses such as English and History. In others they teach or have taught in foundations courses and at the graduate level.

THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

The Ontario Institute for Studies in Education is being treated separately from the 10 teacher education institutions, for the purposes of this report, because of its very different nature and mission. The Institute, which is linked through an affiliation agreement with the University of Toronto, is responsible for offering a large share of all graduate studies in education in Ontario. It presently enrolls approximately 38.4 per cent of the 3,186 MEd students, 100 per cent of the 288 MA students in education, 100 per cent of the 431 EdD students and 88.5 per cent of the 485 PhD students.

These students are taught and supervised by 146 full-time faculty members distributed across nine different program departments and six field centres. Of the full-time faculty, 84.2 per cent or 123 members are tenured, 15.1 per cent are in the probationary tenure-stream and one person (.7 per cent) holds a contractually limited position. These members are further reinforced for about 10 per cent of the overall teaching load by 30 part-time members from outside of the university and 11 cross-appointments from other units within the university.

A breakdown by gender indicates that the overall full-time faculty group is 68.5 per cent male and 31.5 per cent female with a larger portion (59 per cent) of probationary appointments filled by women. However, the proportions vary greatly with some departments having a relatively heavy concentration of women and some having very few.

Gender representation among the Institute's academic administrators is consistent with the faculty distribution; women hold 31.2 per cent of the various positions at different levels from heads of field centres up to Assistant Director. Three of the nine chairs of program departments are also female.

SUPPLY AND DEMAND IN TEACHER EDUCATION

In this report, the terms supply and demand are used in a broad sense to refer to the candidates available for positions and to the positions which need to be filled. The terminology as used herein does not imply the application of any econometric analysis.

THE DEMAND FOR NEW FACULTY MEMBERS

Demand for new recruits may result from growth in the student body, the addition of new programs and initiatives or from changes in program and policy. The second source of demand stems from attrition in the form of such things as retirement, resignation, dismissal and mortality. A recent Canadian study on the professoriate in general (Association of Universities and Colleges of Canada, 1991) shows that, between 1977 and 1988, growth accounted for 25 per cent of new faculty appointments and attrition explained the remaining 75 per cent. Given the increasingly high age profile of the professoriate in Ontario in general (Council of Ontario Universities, 1990) and of teacher education members in particular (Smith, 1989) combined with the overall financial constraints imposed by the economic downturn, it is likely that attrition will cause an increasingly high proportion of the demand during the 1990s. However, even replacing those members lost through attrition may be uncertain in the present fiscal climate.

In this section, actual retirements and other losses which occurred between 1987 and 1991 will be discussed (see Tables 9, 10, 11 and 12), along with the number

of people eligible for retirement up to 2003 (see Tables 13 and 14) and the new appointments between 1987 and 1991 (see Tables 15, 16, 17 and 18).

TABLE 9

ACTUAL RETIREMENTS OF TENURED AND TENURE-STREAM FACULTY MEMBERS FROM TEACHER EDUCATION PROGRAMS, 1987-1991

1987-1988	1988-1989	1989-1990	1990-1991	Total
30	21	8	18	77

TABLE 10

OTHER DEPARTURES/LOSSES OF TENURED AND TENURE-STREAM FACULTY MEMBERS FROM TEACHER EDUCATION PROGRAMS, 1987-1991

Year	Position at Another Ontario University	Position at a University Outside Ontario	Position at a University Outside Canada	Position Outside of a University	Illness	Death	Encouraged to Leave	Other	Total
1987-1988	0	0	1	1	0	3	1	0	6
1988-1989	1	1	1	0	0	2	1	1	7
1989-1990	4	1	0	0	2	0	0	1	8
1990-1991	1	3	1	3	0	3	1	0	12
TOTAL	6	5	3	4	2	8	3	2	33

TABLE 11

ACTUAL RETIREMENTS OF TENURED AND TENURE-STREAM FACULTY MEMBERS FROM FRENCH-LANGUAGE PROGRAMS, 1987-1991

1987-1988	1988-1989	1989-1990	1990-1991	Total
0	4	0	4	8

TABLE 12

OTHER DEPARTURES/LOSSES OF TENURED AND TENURE-STREAM FACULTY MEMBERS FROM FRENCH-LANGUAGE PROGRAMS, 1987-1991

Year	Position at Another Ontario University	Position at a University Outside Ontario	Position at a University Outside Canada	Position Outside of a University	Illness	Death	Encouraged to Leave	Other	Total
1987-1988	0	0	0	0	0	1	0	0	1
1988-1989	0	0	0	0	0	0	0	0	0
1989-1990	0	0	0	0	0	0	0	0	0
1990-1991	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	1	0	0	1

RETIREMENTS FROM TEACHER EDUCATION INSTITUTIONS, 1987-1991

Overall, 109 faculty members or approximately one-third of those in the tenured or probationary tenure-stream categories in teacher education programs left the universities in Ontario between 1987 and 1991. Of this group, 77 or 70 per cent retired from service (see Table 9); the remaining 30 per cent withdrew for a variety of other reasons (see Table 10).

Retirements occurred in all faculties during this time period, although they are not uniformly spread. One faculty accounted for 18 of the 77 retirements or almost one-quarter of the total. As a proportion of that faculty, 18 retirements also represented a 25 per cent loss of its overall staff and a larger share of its permanent staff in a relatively short space of time. On the other hand, two of the nine English-language programs, in which staff have lower age profiles, experienced very low rates of retirements in proportion to the provincial total (3 per cent and 5 per cent respectively) and in relation to their own size. When the data for the two French-language programs is disaggregated (see Table 11), it can be seen that they experienced a 12 per cent rate of retirement. However, all retirements were concentrated in one program with the other having no retirees during that period.

Comment should be made on the larger-than-normal number of retirements (51) from the faculties from 1987 to 1989. A rather unique situation was created with respect to a number of faculty who were members of the Teachers' Superannuation Commission (now The Teachers' Pension Plan Board) rather than of their universities' pension plans. The early retirement option under the

Teachers' Superannuation Act, 1986 gave the opportunity for a three-year window (1986-1989) through which eligible members who were at least 55 years of age could elect to retire without the normal reduction factor of 5 per cent for each step below the 90 factor (age plus years of service). The incentive for individuals was very strong, especially where they were sufficiently below the 90 factor in 1988-89 that it would take several further years of service to regain their relative pension position following the closing of the early retirement window.

A number of people throughout the faculties during that time were amongst the eligible members. Thus a retirement bulge was created. Further, the rather sharp drop in the number of 1989-90 retirements is likely a reflection of the departure of early retirees in the immediately preceding years.

OTHER DEPARTURES/LOSSES, 1987-1991

Losses and departures for all reasons other than retirement (see Table 10) accounted for 30 per cent of the attrition of faculty members during the four-year period under consideration. The number of losses and departures is spread over the time period in a pattern of 6 to 12 per year. With regard to occurrence by faculty, two faculties report no losses and the remaining cases are distributed fairly evenly among the other institutions.

Of the various reasons shown by respondents, death was the leading cause given, with 24 per cent (8) of the cases reported in this category. Illness and death combined comprise 30 per cent. Not all causes of death are known;

however, in the three cases for which information is available, the deaths did not appear to result from causes specifically related to age or aging.

The exodus of faculty members from the Ontario university system falls under the following categories: (1) taking a university position outside of Ontario in another Canadian province or territory, (2) taking a university position in another country outside of Canada, and (3) taking a position in an organization or in private practice outside of a university. Altogether, these three sources of loss comprised 37.5 per cent of the departures. However, it should be noted that the out-flow of teacher education faculty to other Canadian and foreign universities reported in this study is far exceeded by the in-flow of new faculty recruits from other provinces and countries as shown by the new appointments of 1991 in a subsequent section.

Further, it should be considered that faculty members who leave their universities to work at another university in Ontario constitute departures from their own institutions but they are not true losses to the overall Ontario system of higher education.

A category designated as "Other" was offered in the questionnaire to deans (Appendix A and B); it generated only one additional reason for departures or losses during the time period being considered, "encouraged to leave", and there were two cases which were classified as "unknown". It was also noted that one dismissal had occurred for reasons of falsified credentials just prior to this period, and that a few people classified as retirements had been encouraged to leave once the possibility of retirement was an option. Apparently, the generous,

flexible retirement policies, which the faculty associations in some universities have negotiated, have made such options possible.

PROJECTED RETIREMENTS

For personnel purposes and pension plan records, data is kept in universities to show the earliest date of eligibility for retirement. However, eligibility to retire cannot necessarily be equated to the number of people who will actually choose to retire. Some prospective retirees who are relatively youthful, especially those members who may be eligible to retire in their mid to late fifties under the Teachers' Pension Plan, may not leave at the earliest possible date. In a previous research study (Smith, 1989a), some school boards reported that up to one-third of the eligible individuals in any given year did not elect to take retirement. Nevertheless, annual projections of eligibility serve the purpose of giving an indication of the size of the cohort, within a range, for future planning purposes.

TABLE 13

TENURED AND TENURE-STREAM FACULTY MEMBERS *ELIGIBLE* FOR RETIREMENT FROM TEACHER EDUCATION INSTITUTIONS

1991-1992	17	1992-1993	14	1993-1994	14	1994-1995	6
1995-1996	13	1996-1997	14	1997-1998	11	1998-1999	12
1999-2000	11	2000-2001	11	2001-2002	6	2002-2003	18

TABLE 14

TENURED AND TENURE-STREAM FACULTY MEMBERS *ELIGIBLE* FOR RETIREMENT FROM FRENCH-LANGUAGE TEACHER EDUCATION INSTITUTIONS

1991-1992	0	1992-1993	3	1993-1994	0	1994-1995	1
1995-1996	2	1996-1997	1	1997-1998	2	1998-1999	0
1999-2000	1	2000-2001	1	2001-2002	1	2002-2003	5

Based on the data given by the deans of education (see Table 13 and 14), there will be approximately 130 tenured and tenure-stream English-language faculty members of the 267 for whom data is known or 49.4 per cent of the present cohort eligible for retirement over the coming decade. In the French-language sector, 17 of the present group of 56 tenured and tenure-stream members or 30.4 per cent will be eligible, giving an overall proportion of 46 per cent or a total of 147 retirees. Their potential departures could occur at a rate of 6 to 18 per year throughout this period, but these are by no means evenly distributed among the faculties. In one institution with a particularly high age profile among the staff, 39 of the 68 people or almost 60 per cent of the overall faculty could possibly retire by the turn of the century. Complete data were not available from one faculty whose members are not included in these calculations. The addition of that data is likely to augment the foregoing retirement scenario. Data for The Ontario Institute for Studies in Education are also not included in this section.

NEW FACULTY APPOINTMENTS, 1987-1991

There has been a good deal of activity related to new appointments in the teacher education institutions over the past few years (see Tables 15, 16, 17 and

18). The upsurge in hiring results from a combination of replacement of resignations and other losses as well as from a substantial amount of growth, particularly in pre-service programs.

TABLE 15

NEW FACULTY APPOINTMENTS IN TEACHER EDUCATION INSTITUTIONS, 1987-1991

Year	Tenured	Probationary Tenure-Stream	Secondment	Contractually Limited	Annual Totals
1987-1988	1	28	15	10	**54**
1988-1989	2	25	24	10	**61**
1989-1990	2	18	36	18	**74**
1990-1991	9	24	13	4	**50**
Total	**14**	**95**	**88**	**42**	**239**

TABLE 16

NET NEW GAINS IN TEACHER EDUCATION FACULTY APPOINTMENTS, 1987-1991

Year	Tenured & Probationary Tenure-Stream Appointments	Tenured & Tenure-Stream Retirement & Losses	Net Gains in Tenured & Tenured-Stream Categories	Secondment & Contractually Limited Appointments	Total Net New Gains
1987-1988	29	36	-7	25	**18**
1988-1989	27	28	-1	34	**33**
1989-1990	20	16	4	54	**58**
1990-1991	33	29	4	17	**21**
Total	**109**	**109**	**0**	**130**	**130**

TABLE 17

NEW FACULTY APPOINTMENTS IN FRENCH-LANGUAGE TEACHER EDUCATION INSTITUTIONS, 1987-1991

Year	Tenured	Probationary Tenure-Stream	Secondment	Contractually Limited	Annuals Totals
1987-1988	0	3	0	1	4
1988-1989	0	2	2	1	5
1989-1990	0	2	4	0	6
1990-1991	5	2	2	0	9
Total	**5**	**9**	**8**	**2**	**24**

TABLE 18

NET NEW GAINS IN FRENCH-LANGUAGE TEACHER EDUCATION FACULTY APPOINTMENTS, 1987-1991

Year	Tenured & Probationary Tenure-Stream Appointments	Tenured & Tenure-Stream Retirement & Losses	Net Gains in Tenured & Tenured-Stream Categories	Secondment & Contractually Limited Appointments	Total Net New Gains
1987-1988	3	1	2	1	3
1988-1989	2	4	-2	3	1
1989-1990	2	0	2	4	6
1990-1991	7	4	3	2	5
Total	**14**	**9**	**5**	**10**	**15**

Probably the most striking piece of information on this topic is that almost one-half (46 per cent) of all the full-time English-language faculty members and almost one-third (30 per cent) of those who are tenured or in tenure-stream have joined the teacher education institutions in the past four years. A turnover of this magnitude has obviously entailed a great deal of effort, organization and strain for the faculties as they carried out the various complex stages of recruitment, selection, orientation and incorporation of dozens of new members into their ranks each year.

As mentioned previously, the attrition causing such a high turnover in the professoriate stemmed from a rate of retirement accelerated in part by a special early retirement opportunity for some members and through a variety of other losses. These departures have been replaced by other tenured and tenure-stream appointments, with the statistics reported showing that the teacher education institutions have remained in a *status quo* position overall through having replaced or hired the same number of faculty who were lost (see Table 16). However, when French-language faculty are disaggregated (see Table 18), that sector shows a net gain of five new appointments. Therefore, the English-language faculty complement has actually declined.

As well, few new, senior appointments have been made in recent years as shown by the small number of tenured appointments (see Table 15). Fewer than 6 per cent of the new tenured and tenure-stream staff hired between 1987 and 1991 fall into this category. Most were recruited from other provinces or countries as new deans or for other administrative positions, rather than as senior academics to join the ranks of the professoriate. In this regard, further questions will need to be asked to probe for factors which may militate against appointing more advanced people who can serve as informal leaders and mentors, especially in faculties with

relatively low age profiles. Are high salaries, superannuation restrictions, the perception that they are not "fresh blood", lack of availability or the need to add young staff to create a better demographic balance the reasons for the dearth of senior people being hired to replace departing professorial staff who are themselves relatively advanced in their careers?

The other major reason for new appointments during the period from 1987-1991 was a large upsurge in growth in the pre-service program arising from the increased demand by school boards for new teachers after a 20 year cycle of surplus (Smith, 1989a, 1989b). It is clear (see Table 16) that the teacher education institutions accomplished the need to grow dramatically (almost 40 per cent) from aproximately 3,400 graduating pre-service students in 1987 to 5,500 in 1991 mainly by hiring secondments from school boards and through other limited term appointments.

This mighty effort to respond in the face of a lack of physical space and many other constraints demanded a good deal of creativity. As is often the case with innovations and other forms of organizational renewal, it was in this context that many of the collaborative ventures between school boards and the faculties flourished. Some school board-based teacher education programs, which were mounted during this period, allowed the faculties access to surplus space and facilities in schools for on-site accommodation of programs, along with the loan of talented senior board professionals. In turn, school boards were assured of a local supply of new teachers who were acculturated to their schools.

SECONDED FACULTY MEMBERS

How do the teacher education faculties feel about their "borrowed talent" in the form of school board secondments and other non-permanent hirings who helped them to accomplish such Herculean tasks? Are they a blessing or a curse? Does the concept have on-going merit *per se* in improving teacher education or is it a makeshift measure to tide the faculties through difficult times. The deans report a mixture of thoughts and feeling on the subject.

Seconding practising professionals from school boards to help in the delivery of teacher education has a long tradition in Ontario which pre-dates the modern incarnation now housed within the universities. Ever since the Ministry of Education fully divested itself of the responsibility for offering teacher education programs in the 1970s, at least one faculty of education has had a history of employing seconded staff over the past twenty years. However, the concept gained prominence as an innovation in more recent years and is now in widespread use throughout the faculties.

Perceptions of secondments among the deans of education showed that they ran the gamut from being seen as an important and integral component in conducting healthy up-to-date programs to being pariahs or at best a necessary evil. Some deans reported that the use of secondments had created "headaches" through their lack of continuity in the faculties and suggested that their numbers and roles would be significantly reduced in future. Others said that they saw them being employed

indefinitely to help to correct gender, racial and other kinds of imbalances, as well as to add a practical perspective to the programs. Institutions in more remote locations explained that they might make greater use of secondments if they had a larger human resource pool to draw on, similar to those of faculties in large centres. One dean felt that secondees are exploited by the faculties because they are often assigned differentially heavy work loads, and because they are usually taken away from their own career paths with no intention of any long-term commitment on the part of the host faculty. Several deans also mentioned that the secondments are unanimously praised by the students they teach in their faculties, a thought which was echoed by the recent teacher education graduates consulted during the study. Finally, there was some allusion to the "pathology of two cultures" which can arise when two distinctly different groups are placed alongside of each other.

Two faculties whose current rates of use of secondments stand at 12 and 14 per cent of their full-time cadre indicated that a reduction in these levels was included in the planned changes they expected to make. The reasons differed, however, with one institution citing the high cost of secondment salaries and the other saying that they were trying to lessen the discontinuity of a large staff turnover caused by retirements and non-permanent appointments in recent years. Another faculty whose rate of use is 12 per cent of the full-time group said that they would very much like to have more secondments but their present fiscal circumstances do not permit the high salaries of secondments when they can make contractually limited or tenure-stream appointments at the assistant professor rank at considerably less expense.

Quite apart from cost, it appeared, on the basis of faculty survey information on recent hiring and new recruits as well as interviews with deans and secondees, that in only three situations, seconded faculty were seriously viewed as a potential source for new tenure-stream appointments and part of the solution to renewal difficulties. It is apparent that, in one faculty, the dean has actively sought to nurture appropriate secondees to gain credentials, engage in research and to otherwise prepare for a university appointment. In the other two institutions, there was sufficient encouragement that, in recent years, one secondment applied to a tenure-stream position after gaining extra academic preparation and was hired; three other seconded faculty have completed lengthier than normal seconded terms and are now biding time through contractually limited appointments in the hope of gaining the credentials needed for a tenure-stream position.

Most other faculties did not appear to overtly discourage seconded faculty from contemplating a more permanent status with them. However, secondments themselves felt that there were many subtle, and sometimes not so subtle, messages to them which they viewed as forms of discouragement.

In a profile that has been drawn of the backgrounds, qualifications and intentions of 10 very recent or current secondees associated with several of the faculties (see Table 19), it can be seen that a very high proportion had a desire to remain in teacher education. Indeed, several of the more qualified individuals said that they had applied to tenure-stream positions and had not been chosen. In some cases, they reported that they had not even been short-listed for an interview in the faculties where they had been serving as secondees, while outsiders whom they viewed as having less to offer were appointed. Some individuals felt that they had been made to feel inadequate and would not likely try again. As one person put it:

> There is a terrible snobbery rampant particularly amongst the tenured group in this faculty. They are victims of their own initial perceptions of me as *just* a field person, and they can't seem to look beyond that impression to the fact that I am actually very well qualified for the job.

In a few cases, secondees felt that deans were either a part of the problem or exacerbated it. In other situations, they viewed the dean as a member of the collegium with one vote like everyone else, and therefore, powerless to overcome entrenched prejudice that often affected the choice of appointees.

Similar to the dean who felt that secondments were exploited, most secondees felt that there was an exploitive tinge to their relationship with their respective faculties. Some expressed it more strongly than others. In the words of one individual, "We are the drawers of water and the hewers of wood". On the other hand, most felt that despite having temporarily been "red circled" in their school board careers by accepting a secondment, they gained something valuable from the experience in terms of their own renewal and professional development.

Further data is needed in order to continue to refine the present understanding of the roles and relationships of secondments in teacher education institutions.

TABLE 19

SUMMARY PROFILE OF CURRENT AND RECENT SECONDED FACULTY MEMBERS IN TEACHER EDUCATION

Highest Degree Held	Subject Area/ Discipline	Has Publications/ Research	Position Previous to Secondment	Previous Experience with Host Faculty	Teaching Certification
2 – PhD 2 – EdD 5 – MEd 1 – BA	3 – Mathematics 3 – Elementary Education 1 – Curriculum 1 – Special Education 1 – History 1 – English	7 – Yes 3 – No	5 – School Board Consultants 2 – Teachers 1 – Principal 1 – Co-ordinator 1 – Department Head	10 – Yes (most in part-time teaching)	10 – Ontario Teacher's Certificate

Number of Years Teaching and Level	Gender	Visible Minority Status	Desire To Remain in Teacher Education	Lack of Super-annuation Portability a Deterrent	Previous Application to Tenure-Stream Position
10 – Elementary and/or Secondary and University 15-30 years	6 – F 4 – M	7 – No 2 – Black 1 – Other	8 – Yes 2 – Not Sure	5 – Yes 3 – Yes, for a few more years 2 – Not Sure	6 – No 4 – Yes (but unsuccessful)

WHO ARE THE RECRUITS OF 1991?

A collective profile of the cadre of 1990-1991 tenured and probationary tenure-stream appointees to the ten teacher education institutions in Ontario has been drawn by gathering information about these 32 individuals on a variety of dimensions (see Tables 20, 21, and 22). This approach does not offer definitive answers about possible patterns in staffing or the shape of the future, since data would need to be collected and analysed over several years to establish such conclusions with any degree of confidence. However, it does present an indication of trends and issues in our current recruitment and renewal activities. Further, it raises other important queries for further consideration and future research.

In regard to the jurisdiction from which people were hired, more than two-thirds (22) originated from outside of Ontario. However, 16 of this group were appointed from other Canadian provinces as follows: British Columbia (3), Alberta (2), Saskatchewan (3), Quebec (6) and Newfoundland (2). The six hirees from Quebec represent 86 per cent of all French-language hirings; only one of the seven appointments to these programs was from Ontario. In addition, The Ontario Institute for Studies in Education recruited six new members, three from Ontario, one from Quebec and two from the United Kingdom. The total foreign hirings which constituted 24 per cent of the English-language total and 21 per cent of all hirings, included three from different parts of the United States, three from the United Kingdom and one each from, Australia and Iraq.

To have more than 20 per cent of all hirings and one-quarter of the English-language appointments originating from outside of Canada at this early stage of what may be a 10 to 15 year period of high professorial demand seems somewhat surprising, especially in view of certain circumstances. With the exception of a few exempted areas, which do not include educational disciplines, the Ontario universities are obligated by federal legislation to direct positions to Canadians first. Only if it can be shown that no Canadian is qualified can a non-Canadian be hired. Secondly, various sources claim that Canadian universities, in general, are disadvantaged by being unable to marshal the resources to compete for foreign nationals, particularly Americans, whose own countries can offer them more attractive working conditions (Council of Ontario Universities, 1990; Association of Universities and Colleges of Canada, 1991).

An important question is whether the appointments to Ontario teacher education programs from external sources are foreign nationals or simply Canadians repatriated from abroad. Data collected to date seem to indicate that the newcomers are not Canadian expatriates coming home, but rather foreign citizens. This finding seems very much at odds with the current literature on faculty renewal and with commonly held assumptions.

TABLE 20

SUMMARY PROFILE OF ALL 32 TENURED AND PROBATIONARY TENURE-STREAM FACULTY HIRED IN 1990-1991

Place of Origin (Hired From)	Highest Degree Held	Subject Area/ Discipline (Hired for)	Previous Position	Previous Experience with Hiring Faculty
10 – Ontario 16 – Other Canadian Provinces – B.C. – Alta. – Sask. – Que. – Nfld. 6–Other Countries – U.S. – U.K. – Australia – Iraq	26 – PhD 5 – MEd 1 – MS(Ed)	5 – Educational Admin. 2 – Psychology 2 – Elementary Education 2 – Science Education 2 – Social Foundations 2 – Sociology of Education 17 – Other Single Areas	6 – School Boards 9 – University (3 Professors 6 Ass't Profs.) 15 – University (Lecturers, Etc.) 1 – Freelance Researcher 1 – Graduate Student	22 – No 10 – Yes

Teaching Certification Held	Number of Years Teaching & Level	Gender	Visible Minority Status	Disability/ Physically Challenged
19 – None 5 – Ontario Teacher's Certificate 7 – Other Canadian Teaching Certification 1 – U.S. Teaching Certification	11 – 1-24 Years Elementary &/or Secondary + Some University 17 – 3 - 20 Years University Teaching Level Only 2 – No Previous Teaching 2 – Unknown	F – 15 M – 17	28 – No 1 – Native Canadian 1 – Black 2 – Other	30 – No 2 – Yes

Note: Tables 20, 21 and 22 do not include the six new faculty members hired by the Ontario Institute for Studies in Education in 1990-1991.

TABLE 21

SUMMARY PROFILE OF THE 7 FRENCH-LANGUAGE TENURE-STREAM FACULTY HIRED IN 1990-1991

Place of Origin (Hired From)	Highest Degree Held	Subject Area/ Discipline (Hired for)	Previous Position	Previous Experience with Hiring Faculty
1 – Ontario 6 – Quebec	5 – PhD 2 – MEd	1 – Art Education 1 – Language Education 1 – Measurement & Experimentation 2 – Science Education 1 – Social Sciences 1 – Sociology of Education	7 – University (Professor, Lecturer, etc.)	5 – No 2 – Yes

Teaching Certification Held	Number of Years Teaching & Level	Gender	Visible Minority Status	Disability/ Physically Challenged
5 – None 2 – Quebec Teacher's Certificate	5 – 3 - 18 Years University Teaching Only 2 – Unknown	F – 2 M – 5	None	6 – No 1 – Yes

TABLE 22

SUMMARY PROFILE OF ALL 25 ENGLISH-LANGUAGE TENURED AND PROBATIONARY TENURE-STREAM FACULTY HIRED IN 1990-1991

Place of Origin (Hired From)	Highest Degree Held	Subject Area/ Discipline (Hired for)	Previous Position	Previous Experience with Hiring Faculty
9 – Ontario 10 – Other Canadian Provinces (4) 6 – Other Countries (4)	21 – PhD 3 – MEd [illegible] – MS(Ed)	5 – Educational Admin. 2 – Educational Psychology 2 – Elementary Education 2 – Social Foundations 14 – Other Single Areas	6 – School Board 8 – University (2 Professors 6 Ass't Profs) 9 – University (Lecturers,etc.) 1 – Freelance Researcher 1 – Graduate Student	17 – No 8 – Yes

Teaching Certification Held	Number of Years Teaching & Level	Gender	Visible Minority Status	Disability/ Physically Challenged
14 – None 5 – Ontario Teacher's Certificate 5 – Other Canadian Teaching Certification (4) 1 – U.S. Teaching Certification	11 – 1 - 24 Years Elementary &/or Secondary + Some University 12 – 3 - 20 Years University Teaching Only 2 – No Previous Teaching Experience	F – 13 M – 12	1 – Native Canadian 1 – Black 1 – Other 22 – No	24 – No 1 – Yes

The subject areas for which the new recruits were hired shows only one significant cluster in Educational Administration, which assumed 16 per cent of the total number of appointments. Other positions are shown as named by the faculties of education in Table 23. In addition, The Ontario Institute for Studies in Education made six appointments: three in Sociology, two in Psychology and one in Measurement and Evaluation.

TABLE 23

SUBJECT/DISCIPLINE AND NUMBER OF 1991 APPOINTMENTS

SUBJECT/DISCIPLINE	NUMBER OF APPOINTMENTS
Adult Education	1
Art Education	1
Child Development	1
Computers in Education	1
Curriculum Theory	1
Curriculum/Psychology	1
Deaf Education	1
Educational Administration/Leadership	5
Educational Psychology	2
Elementary Education	2
Language Education	1
Mathematics/Educational Statistics	1
Measurement and Experimentation	1
Multiculturalism/Teacher Education	1
Native Studies	1
Science Education	2
Second Language Education	1
Social Foundations	2
Social Sciences	1
Sociology of Education	2
Special Education	1
Teacher Education/Development	2

TABLE 24

FRENCH-LANGUAGE APPOINTMENTS BY SUBJECT

SUBJECT/DISCIPLINE	NUMBER OF APPOINTMENTS
Art Education	1
Language Education	1
Measurement & Experimentation	1
Science Education	2
Social Sciences	1
Sociology of Education	1

Data on several aspects of the new appointees' credentials and professional experience have been collected to gain an understanding of the backgrounds of the new recruits, and eventually, to see how well they match the predominant image(s) of the ideal faculty member and the description of requirements shown for them in current newspaper advertisements. Information obtained from the faculties presents a group well qualified in terms of academic degrees with 89 per cent holding PhD's and the remainder with Master's degrees and doctorates in progress. However, the group's roots in and links to the teaching profession appear more tenuous than might be expected with fewer than one-half holding basic teaching certification or having had previous teaching experience in elementary and secondary schools.

On the other hand, apart from holding advanced degrees, there is little to suggest that the overall group is an academically accomplished one with senior research achievement. Based on such aspects as previous position and length and type of teaching experience, it can be gleaned that only three of the 24 people hired from universities have held senior status as full professors which would normally be indicative of a high calibre of research and other accomplishment. Of the rest, 6 had

achieved only entry rank status as assistant professors and 15 were in lower level positions serving as non-tenure stream lecturers and tutors or on the periphery of academe in sessional or part-time roles. Further, two others had neither teaching background at any level nor high status in previous employment. However, their future potential or promise as researchers may have been assessed and used as a deciding factor when the faculties made their employment decisions.

The same questions which were posed earlier about the deterrents to senior appointments, such as high salaries and lack of availability, would have to be echoed in this section.

While the 1990-91 recruits have been presented as a collectivity, differences can be seen in the hiring patterns of the various faculties whose individual hiring totals ranged from one to six. For example, one institution hired several people all of whom possessed doctoral degrees, were Canadian and had broad experience in elementary, secondary and university education; another faculty appointed predominantly young, inexperienced, foreign members whose main achievement was having earned a PhD.

In considering the very different types of new tenure-stream members selected by one institution as compared to another, it may be instructive to read the faculties' stated preferences or requirements for such positions.

One Ontario faculty of education's January, 1992 ad in a national newspaper read as follows:

> Successful candidates will be expected to have five years of successful classroom or related school experience and will be required to participate in Practice Teaching supervision. Candidates will be required to have provincial teachers' certification or equivalent, and appropriate graduate qualifications (secondments will be considered; doctoral candidacy required for tenure track consideration). In addition to teaching in the pre-service program and assisting with the inservice program, successful candidates will be expected to provide educational leadership through involvement with the field and engage in research.

Another faculty of education's call states its hiring priorities in this way:

> Preferred candidates will have completed a doctorate with strong academic credentials related to one or more of the above disciplines. Candidates must present evidence of the ability to: establish a strong program of scholarly research; provide excellence and leadership in undergraduate and graduate teaching and supervision; collaborate with colleagues in the field and across the university.

Interestingly, the 1991 appointments to each of these institutions very much reflect their differing emphases.

RENEWAL AND RECRUITMENT PERSPECTIVES AND ISSUES

A number of issues were considered or raised during the course of this study which bear on faculty renewal and recruitment matters and the context for any planning which may be undertaken in relation to findings.

HIRING PATTERNS AND CONSTRAINTS

Most teacher education institutions have experienced difficulties in the recruitment of new tenure-stream faculty in recent years, either because of the quantity or quality of the candidate pool, or in some cases, for both reasons. While the difficulty of finding appropriately qualified faculty members in general was a theme, there were several specific aspects related to subject area, location of employment, language, gender, race and provincial legislation or university by-laws.

A few subject or disciplinary areas emerged as the most difficult areas for which to recruit overall. Significant specific shortages already appear to exist, with mathematics education at the elementary level being the most commonly identified area of scarcity. This finding in Ontario coincides with the results of a recent national survey of teacher education hiring needs (Canadian Association of Deans of Education, 1990). Other frequently noted areas for which there is reported to be

a dearth of qualified candidates include: science education, art education, music education, technological studies and native education.

Further, some faculties identified all curriculum and instruction areas as being areas of difficulty, but none cited a lack of qualified candidates for any of the foundations areas in education. This situation appears to be related to the willingness in many faculties to hire faculty members in the foundations areas who do not have professional experience in elementary and secondary education, but who have a more traditional academic background consisting of a PhD and some research experience.

Location of employment was noted by various teacher education institutions as both an advantage to and a constraint on recruitment, depending on their geographic location. The cost of living in Metropolitan Toronto was cited as a major drawback and a deterrent to drawing in people from outside of the area; on the other hand, the large human resource pool and easy access to doctoral study was viewed as an advantage. Faculties in northern locations mentioned relative isolation, cold climate, lack of access to doctoral study and a small local human resource pool as handicaps, but "human-scale" environments and attractive natural surroundings were seen as advantages. Faculties in small to medium-sized cities in the southern region of the province generally perceived their locations to be a distinct advantage. Some also mentioned the reputation of their overall university and special programs and facilities in their faculties as being attractive to new recruits.

Language of instruction was presented as a very serious problem in the French-language teacher education programs. While they tend to suffer from the same

common problems as all other institutions, their woes are badly compounded by a drastic shortage of French-speaking candidates, particularly those with any familiarity with the Franco-Ontarian culture or even with some North American background. In recruiting, they have the disadvantage of drawing from a relatively small population pool. At this point, the majority of new recruits are from Quebec, a situation which carries its own set of special difficulties and challenges in regard to length of commitment and people's sense of "rootedness" in the milieu.

The total 1990-1991 tenured and tenure-stream hiring in education in Ontario was 38 appointments, 32 made in the ten teacher education institutions and six made at The Ontario Institute for Studies in Education. Three significant hiring clusters, by subject, emerged within this total: Educational Administration — 5, Educational Psychology — 5 and Educational Sociology — 4, with two additional positions named Social Foundations. These three main areas account for 37 per cent of the total hiring. Appointments to all other 22 subject areas were only at the rate of one or two per area. Once again, there is correspondence between this pattern in Ontario and the overall national peak areas for hiring; these subjects have ranked among the highest areas of concentrated hiring in Canada for the past three years (Canadian Association of Deans of Education, 1991).

The local Ontario source of supply in the form of registrants in doctoral programs in education, who are Ontario residents, seems on the surface to be sufficiently high to meet future needs, with the exception of Educational Administration and some particular curriculum areas such as Mathematics Education, Science Education and the Arts. However, many doctoral candidates are not destined for a career in teacher education. As one official in charge of graduate studies noted:

> No more than 50% of these future graduates will be in the market for a university faculty position. The rest will be employed by school boards, government agencies, hospitals, social service agencies, NGOs or self employed (e.g., consultants).

In regard to the preparation and supply of doctoral candidates, most teacher education institutions expressed concerns about what they saw as an inequitable distribution of doctoral programs. One dean of education said:

> I do not feel that we have enough opportunity for doctoral study throughout this province. The monopoly that is held by one institution ensures that some people, particularly those with family responsibilities, will be handicapped or unable to complete a doctorate because re-location presents insurmountable difficulties. This situation also ensures that we will never have a sufficient local supply of fully qualified candidates for hiring into the faculty.

Most institutions felt that "growing your own" faculty members, especially in areas of greatest scarcity, through nurturing potential graduate students, or promising seconded and contractually limited faculty appeared to present limited solutions. The idea of an institution hiring its own graduates seemed problematic in some cases, because it was felt there would be too much "in-breeding". In regard to seconded and contractually limited faculty, there were time limits in some universities which presented them from staying on while completing a doctorate, establishing a research record or completing other necessary steps for a tenure-stream position. One dean also felt that such encouragement might be misleading, since he could not make promises about who would actually be chosen for future appointments.

Appropriately qualified candidates for tenure-stream appointment were frequently described as holding a doctoral degree, having a good research record and having professional knowledge, background and/or teaching experience, particularly in

elementary or secondary schools. Since individuals fitting this description were reportedly in short supply, strategies often had to be developed to accommodate both the university appointment criteria of a completed doctorate and research publications, and the need of a professional faculty for members with professional background and knowledge.

In some cases, faculties of education had negotiated a relaxation of the usual university strictures with their senior administrators. In this way, they were able to hire otherwise qualified candidates who were registered in doctoral programs, but who had not yet finished all degree requirements. In other cases, they hired candidates who more closely resembled typical university professors, but who had little or no professional background. In addition, some faculties, when unable to find appropriate hirees, postponed making tenure-stream appointments by appointing contractually limited or seconded faculty members. A few of these cases were then allowed sufficient time in the university to become qualified for tenure-stream appointment. It was also fairly common for faculties to continue to search more widely over a period of two or three years for some positions.

Financial aspects were a recurring theme throughout most surveys and discussions of faculty renewal. Budget concerns were most frequently listed as the major concern, at present, and the most serious constraint on faculty renewal in general. Spirits flagged noticeably during the course of the study, as the full impact of new funding arrangements began to be realized. This situation appeared to stifle some planning efforts and to bring an aura of unpredictability to many endeavours.

In most institutions, there was no certainty that replacements could actually be made for losses of faculty members in 1991-1992. In some faculties, it was

confirmed that they could not continue to search for new appointments which the universities had agreed to pending budgetary approval, and/or that they would not even be able to replace losses in some cases. Where replacements were possible, almost all were at a junior rank regardless of the level of the position being vacated by a departing member.

The high cost of secondments and the low starting salaries for an entry rank assistant professor position were viewed as financial constraints when attempting to recruit from school board sources. Some faculties have begun to develop cost-saving strategies to hire secondees at lower rates by negotiating replacement cost with school boards or reduced salary arrangements with new hirees.

TEACHERS' SUPERANNUATION

Other than the traditional academic requirements of universities, the most commonly identified regulatory deterrent to faculty recruitment was the new provincial legislation which has governed teachers' superannuation in Ontario since January, 1990. Teacher education institutions generally reported that these changes to the rules have undermined employment mobility of leading professionals from school boards to teacher education institutions and serve as a "major hindrance" to recruitment. Since members of the Ontario Teachers' Pension Plan no longer have portability of their plan to the universities of Ontario, the pension penalties are often sufficiently severe to prevent many professional teachers from even contemplating such a move. This situation has reportedly caused a serious lack of staffing flexibility for the faculties of education by removing what has normally been a key source of appointments with related

professional backgrounds. Further, it is felt that they have not yet begun to see the full impact of the change.

The inequity that exists for elementary and secondary teachers in Ontario has been highlighted by some deans, who have observed that they are able to hire teachers with their pension plans intact from other provinces, such as Alberta, where reciprocal agreements exist. However, they cannot hire Ontario's teachers under the same conditions. It is also reported that teachers from Ontario may be able to go to the teacher education institutions of other provinces and be granted acceptance of their present superannuation plans. One dean wondered to what extent this situation accounted for the high proportion of tenure-stream hiring from outside of Ontario in 1991 (more than two-thirds of all teacher education appointments) at a time when it is still claimed that Ontario does not yet have a serious overall shortage of appropriate faculty prospects.

While the majority of deans viewed the changes to teachers' superannuation as a handicap in their renewal efforts, it should be noted that this opinion was not shared by all. One dean said that he thought the change was a good idea for several reasons, but chiefly because he disagreed with the "overly generous" or "wasteful" terms of the Ontario Teachers' Pension Plan which allowed for members to become relatively youthful retirees. Two other deans said that they either were not aware of the impact or that the change had not yet begun to affect their faculties. A fourth dean reported that, while the effect was certainly noticeable, some recruits had been willing to forego their teachers' pension plan, either because of the attractiveness of the particular university or because they were still relatively junior in the teaching profession, and therefore, had less invested in their pension plans.

Discussion with a variety of established professionals, including recent and present secondees, suggest that these members themselves also view the lack of portability of their pensions as a serious deterrent and a militating factor against applying for or accepting a university appointment in most cases. It appears that senior individuals with high superannuation stakes would be less likely to abandon their pension pians for a lesser one, even when they found a teacher education position extremely attractive.

THE DEVELOPMENT AND RENEWAL OF ALL FACULTY MEMBERS

Most deans saw faculty renewal as involving the facilitation of on-going growth and development of all faculty members. Discussion of the integration of new members and the renewal opportunities for experienced faculty revealed that universities have a fairly standard set of practices and built-in incentives for professional development. In addition to the features offered in their parent universities, some teacher education institutions have developed unique strategies or have found that they have resulted from new programs, events or innovation in practice.

University faculty members commonly have access to sabbatical leaves (normally one in seven years), conference, travel and minor research funding and often some discretionary professional expense allowance. In addition, most universities now have support services such as teaching centres, research offices, technological support systems, lecture series and a variety of other events and services which are intended to give on-going support and stimulation to the professoriate. In this

regard, university professors appear to be relatively advantaged in comparison with many professions.

In addition to these standard features of university life, faculties of education have attempted to add impetus to the motivation to grow professionally through other efforts. One institution has arranged for all new faculty members to have an induction period during their first year, in which they carry only an 80 per cent teaching load. The remainder of the time is earmarked for professional growth and development activities. Another faculty assigns a mentor to all new faculty members for a one-year period, to guide them in their work, and to be an on-going source of information and moral support. Of course, the growth and regeneration that occurs as a by-product for mentors, chairs and other senior faculty, as a result of nurturing new members, has been well documented elsewhere (Cole & Watson, 1991; Thiessen & Kilcher, *et al*, 1991). Deans have also noted that, over the past five years, a number of new programs, policies and innovations in teacher education, such as school board-based programs and specialized teaching options, have provided important stimulus for the renewal of all members.

THE ROLE OF A PROFESSIONAL FACULTY AND PERCEPTIONS OF THE IDEAL FACULTY MEMBER

> Universities are probably unsurpassed as homes for contested views, contradictions, debate and intellectual conflict. Indeed, they do not merely house them but generate them. It is no surprise that in a milieu where uncertainty thrives, competing ideologies coexist and negotiation over all kinds of matters occurs, conflict is rife and occurs regularly along many different dimensions and in many sectors of universities. Professional schools represent one sector where two particular sets of conflicting norms are clearly apparent.
>
> Teaching staff in university professional schools inhabit an ambivalent cultural world. Their dual mandate requires commitment to traditional academic norms and scholarship through the disciplines on the one hand, and commitment to the transmission of distinctly vocational skills and attitudes on the other. There are tensions created by these two intersecting roles both within professional schools and between them and elsewhere in a university.
>
> (Harman, 1989, p. 1)

The literature on professional education refers to two cultures which co-exist in professional faculties in universities. In Ontario, some informed sources claim that we have a "pathology of two cultures" in teacher education; others assert that the

sparring is not dysfunctional, that it creates a useful tension. These claims and counter-claims raise many questions. What do recent trends and events suggest? Are the two cultures in balance or is one gaining prominence over the other? If so, why and to what effect on teacher education?

Interviews and surveys conducted for the purpose of this study do, indeed, suggest that we have two distinct cultures with identifiable cultural values and perceptions about various issues. As one dean said, "In my faculty, the foundations and the methods people don't even talk to each other." Other deans described the separation as taking place along program lines with those faculty members most involved in graduate programs pulling away from staff teaching in pre-service and in-service programs, or viewing themselves as having superior status. It is reported that this sort of "class system" causes internal segregation which can be harmful to morale, productivity, recruitment and other aspects of the overall operation of a faculty. It is one dean's view that wrongly conceived graduate programs with too little field-based connection are to blame:

> The problem is with our present graduate culture in education. It is not the right one. The graduate program of the future should be a different graduate program.

Life in many teacher education institutions is described as a constant struggle to reconcile the differences between academic and professional interests and to strive to maintain some sort of balance. Not only is there strife from within, but they are besieged by external forces as well. As one dean explained it:

> You fight all the time. On one hand, you fight the university to get them to understand and accept matters of importance to the field; for example, not to penalize education professors in tenure and promotion judgements for the very activities and types of publications that made them attractive to the faculty in the first instance. On the other hand, you fight the profession to try to make them see that when you are part of a university there are certain inescapable requirements if you are going to have any standing whatsoever.

The wide chasm that exists between the two cultures in regard to the faculties of education in Ontario, is starkly apparent in the responses of the various sets of stakeholders to this study. Widely divergent views about the role of a professional faculty, the characteristics of desirable or ideal faculty of education members and the criteria which should be used in hiring faculty members, in general, revealed two distinct and opposing ideologies.

It appears that the cultural values respondents' hold have been shaped more as a result of their own professional or academic experiential backgrounds than as a result of their present levels or types of position. For example, university presidents or deans of education who had previously been practising professionals seemed to hold different points of view from their counterparts who had more exclusively academic backgrounds. Stakeholders who had not worked in a university at all had yet another point of view.

However, perceptions about the ideal faculty members, sources from which they could be recruited and hiring criteria for faculty generally tended to divide on the basis of university official versus non-university stakeholder in teacher education,

with a few exceptions. University officials tended to give high priority ratings to doctoral degrees and research records ahead of elementary and secondary teaching experience, good professional standing in the field and personal characteristics; whereas, professional associations, parent groups and recent teacher education graduates gave the opposite ratings. In fact their ratings on a scale of 1 to 4 with 1 being "extremely important" and 4 being "not at all important" were nearly diametrically opposed on some key dimensions.

Regarding sources from which the best faculty members could be drawn, non-university stakeholders invariably suggested "the schools", "from amongst secondments", "those who have established themselves as good teachers" and "seasoned practitioners". While some university officials also suggested these sources, provided that the candidates also held appropriate credentials, most were interested in looking to a variety of other sources to recruit. As one president suggested in his response:

> Like all faculty members, the ideal member of the Faculty of Education should be not a "trainer" but a practising intellectual: someone who reads, writes, and thinks critically.
>
> Education — even more than most professional disciplines — is underdeveloped; it is still living vicariously off other disciplines, and has yet to develop its own sophisticated and theoretically rigorous "science" and praxis. Consequently, developing a new "ideal" faculty member is a more promising prospect than recruiting one. Hence the importance of graduate programs. There is also the chance to convert faculty members in adjacent disciplines into members of the Education Faculty.
>
> The strength of the historical professional nexus in Education faculties is an impediment. Funding and hiring constraints are also significant.

It is interesting to juxtapose this quote against the following ones from the responses of two different professional organizations:

> We would like to emphasize that Faculty of Education personnel must have current and pertinent school experience. They must also be representative of our society in terms of gender, race and socio-economic background. In order to achieve these goals, it would be advantageous to eliminate the vast majority of tenured positions in order to provide the faculties with flexibility in hiring the personnel required. Faculties could then second practising teachers with current and relevant experience who would better reflect current society in Ontario.
>
> If we are to continue with Faculties of Education, an assumption which we believe needs to be challenged, the question of faculty renewal needs to be addressed.
>
> and,
>
> An ideal Faculty of Education member should be a recent classroom or system resource practitioner with advanced level academic standing in some aspect of the educational arena. Strong inter-personal and communication skills are essential, along with a sound understanding of the curriculum development review implementation process. Collaboration and linkage between faculties of education and school boards provide an opportunity for practising teachers to move in and out of the faculty. Constraint results when co-operation between university and school boards is minimal and the fact that universities are so highly protective of their empire. We would recommend that provincial efforts be made to encourage co-operative programs between universities and boards of education.

If one thinks of the traditional knowledge-generating research mission of universities, it becomes easier to understand the uneasy marriage of professional and academic education. In considering the kinds of knowledge honoured in academia and the kinds of competence valued in professional practice, Schön (1987) said:

> I have become convinced that universities are not devoted to the production and distribution of fundamental knowledge in general. They are institutions committed, for the most part, to a particular epistemology, a view of knowledge that fosters selective inattention to practical competence and professional artistry.

In addition to the traditional university stance, recent studies from several jurisdictions suggest some further shift in patterns of emphasis. Harman (1989) noted in her study of Australian professional schools: (1) the move from practitioner-based to discipline-directed research, (2) the growth of the PhD culture, and (3) the move from generalist to specialist areas. As a consequence, she concludes that "a new breed of academics has emerged who are more infused with the academic ethos and less with the norms of the practising profession they represent".

Specifically, in regard to faculties of education in Ontario, these trends have been noted by various respondents to this study in a number of ways. In addition, a university official from Quebec who is quoted on faculty renewal plans in another section of this document echoes similar thoughts about his jurisdiction. Goodlad (1990b), in his recent five-year study of the "education of educators" in the United States speaks of the renewed emphasis on research and publication, rather than teaching, for professors of education. It is clear that a shift to a more academic culture in teacher education is occurring in Ontario and in other jurisdictions. What is not clear, at this point, is what effect this changing climate is having on a range of aspects and issues related to teacher education.

FACULTY RENEWAL PLANS IN OTHER JURISDICTIONS AND PROFESSIONS

All teacher education institutions and their parent universities were surveyed with regard to their faculty renewal plans. In addition, data were obtained from other jurisdictions and professions. Information was solicited from government ministries and teacher education institutions in British Columbia, Alberta, Quebec and Nova Scotia. Finally, information from other professions, including engineering, law and medicine was obtained through contacting the relevant professional organizations and by consulting officials in university professional schools and faculties mainly in Ontario.

Amongst the ten teacher education institutions in Ontario, five reported having either a faculty renewal plan or a planning document that addressed the issue. Several plans were shared with the Principal Investigator, however, most faculties considered their documents to now be out of date or invalidated to a large extent by recent fiscal circumstances. The other five institutions reported themselves as not having any plans. The teacher education institutions also reported that three of their parent universities did have an overall faculty renewal plan, and that seven did not have such documents.

TEACHER EDUCATION

BRITISH COLUMBIA

In British Columbia, government and faculty of education officials describe a faculty renewal scenario which appears to be very similar to that of Ontario's in terms of the demographics of their teacher education professoriate. They have begun to experience some overall recruitment difficulty with regard to the size and calibre of the pool of prospective faculty members; there are also some noticeable shortages in specific subject areas. Further, they expect a considerable number of retirements to take place within the coming decade.

ALBERTA

Up to the turn of the century, faculty renewal is not expected to be a major concern in Alberta. Teacher education institutions report a relatively well-balanced age structure with retirements and replacements occurring smoothly over time, although certain specialties are more difficult to staff than others and some departments are experiencing higher-than-normal rates of retirements than others. However, institutions do report that, similar to Ontario, about one-third of their present staff has been hired in the past five years.

QUEBEC

Faculties of education in Quebec's universities appear to be addressing planning in a systematic, long-term fashion. A number of faculties report having five year plans which have been negotiated with their universities and which address renewal and the addition of new faculty members.

There does not appear to be serious difficulty in identifying appropriate faculty members. However, one major institution reported that the removal of mandatory retirement has led to some accumulation of members at more senior age levels. Coupled with financial constraints, it is expected that this may exacerbate problems of renewal.

Provincial data also indicate that there is a tendency to appoint individuals to universities who are somewhat more advanced in their careers (in the 35-40 age range). It is felt that this pattern, in conjunction with the aforementioned factors, may create career difficulties for younger individuals interested in pursuing academic careers in education.

Further, it is reported that many of the retirees reflect a relatively stronger school-based culture given their previous career background. There appears to be a shift to appointments of individuals with more strictly academic backgrounds. According to one dean,

> There appears to be a growing disequilibrium or imbalance with a shift to a more academic culture in faculties of education.

NOVA SCOTIA

Sources in Nova Scotia report that the province is still in a retrenchment mode and that there is a possibility that one of the faculties of education will be "rationalized" out of existence. Given the retrenchment pattern and the demographic structure of the professoriate, there is likely to be little new hiring for the next ten years, at which point a major phase of retirements is expected to begin. However, as one dean noted, "In the meantime, if Ontario recruits heavily from Nova Scotia, our situation could be altered."

ENGINEERING

Consultations with sources in Ontario and other provinces indicate that faculties of engineering anticipate an increasingly serious problem with regard to faculty renewal. Given the age structure and retirement patterns, a significant portion of the professoriate will need to be replaced over the coming decade. Indeed, some faculties will lose about 80 per cent of their members by the year 2005.

The issue of faculty renewal has been discussed in provincial and national forums, but, as yet, apparently not at great length or with a deep sense of urgency. Nevertheless, informed sources anticipate that this will become an increasingly pressing issue on the engineering profession's agenda. Further, it is indicated that the recruitment of Canadians is a serious problem arising from a number of factors

such as the relative attractiveness of industry and the lack of money for graduate studies in engineering and related fields.

LAW

The situation with regard to the legal profession is reported to be, in a sense, the reverse of that in engineering with regard to faculty renewal. With a glut of law graduates, there is little opportunity for growth in faculty size and there is relatively little turnover among faculty. Consequently, many younger prospective Canadian faculty members have been unable to pursue academic careers.

It is expected that, in five years, a large number of faculty will begin reaching normal retirement age. However, officials in universities without a mandatory retirement policy say that there is no certainty that the eligible retirees will actually begin to leave at that time.

MEDICINE

Indications from provincial and national sources show that faculty renewal is not a major concern in the field of medicine, even though Canadian medical professionals are vigorously recruited by other countries and particularly by the United States. The faculties generally have a broad age spectrum, and therefore, there is a relatively smooth rate of turnover and renewal. There are, of course, certain specialties where recruitment is reported as more difficult, but on the whole, staffing does not appear to be particularly problematic.

CONCLUDING REMARKS

Although the information presented in this report raises a wide range of questions with respect to faculty renewal, the following conclusions are offered. Since the summary remarks are devoid of their full context, it is urged that relevant sections of the text of this report also be consulted for any given point.

1. Faculty renewal is commonly seen as a multi-faceted term which implies growth and development for all faculty members, overall organizational assessment and improvement and the recruitment of new staff. During the past five years, a good deal of energy has been expended on all aspects of renewal. However, the inescapable necessity and opportunity to make many new appointments has consumed much of the attention. Nevertheless, universities generally offer all members of the professoriate a support system for renewal as a part of their standard conditions of employment, through sabbatical leaves and other features. Faculties of education have also provided renewal opportunities and activities in the form of new programs, policies and innovations in practice.

2. Overall in Canada and in Ontario, there appears to be a good deal of variation in plans and planning activity for faculty renewal in teacher education and other professions. Data that are available suggest that the professions and the

different jurisdictions across Canada will experience faculty shortfall by varying degrees. For example, it is reported that law is likely to have no shortage. Indeed, it may have an excess of candidates. On the other hand, it is predicted that engineering will have a large gap to fill. In a comparative sense, it appears that teacher education overall is moderately needy. Some regions of Canada are expected to make less demand, except in specific subject areas. Whereas, there is likely to be a relatively strong need in Ontario and in some western provinces for new members of the education professoriate over the next 15 years.

3. Teacher education institutions in Ontario hired a significant portion of their tenured and tenure-stream staff (approximately 33 per cent) between 1987 and 1991. Of the departures which led to these openings, retirements accounted for 70 per cent, while other losses resulting from mortality, illness and resignations comprised the remaining 30 per cent attrition. Overall, new tenure-stream hiring only replaced these losses, and the tenure-stream cohort remained *status quo* in size. A good deal of new growth in pre-service enrolments (approximately 40 per cent between 1986 and 1991) was generally managed through the hiring of non-permanent, seconded and contractually limited faculty members. Including this hiring, almost one-half of all full-time staff have been appointed since 1987-1988.

4. Projections regarding retirees show that a further 46 per cent of the present tenured and tenure-stream faculty in teacher education are eligible to retire over the coming decade. Their potential departures could occur at the rate of 6 to 18 a year. Moreover, this estimate is likely on the conservative side, since complete data were not available from one large institution with a relatively high age profile. Further, this scenario does not include data from The Ontario Institute for Studies in Education, which will also have 36 per cent of its 145 tenured and

tenure-stream staff eligible for retirement during the same period. On the other hand, not all eligible retirees actually retire. Among teachers eligible for superannuation in Ontario, patterns show that about two-thirds of those eligible each year take the opportunity. Finally, given the present age profiles in education faculties and the relatively high age profile of new hirees, there is also likely to be a significant bulge in retirements during the period from 2003 to 2008.

5. Most teacher education institutions report that they have had difficulty in recruiting appropriately qualified members to tenured and tenure-stream positions for several years, both because of the lack of availability and the quality of the pool of prospective candidates. In many cases, they have deferred hiring from one year to the next in order to continue searching. Gaps in the areas of greatest scarcity, such as elementary mathematics, are often filled with seconded and contractually limited appointments over long periods of time. As a result, some areas have less continuity of development and leadership than others. In addition to subject shortages, faculties report a variety of problems related to gender, race, language, location of employment and lack of professional background.

6. There are questions about whether teacher education institutions have looked in a significant way to former and present secondees as a potential source of solution to some of their recruitment difficulties with tenure-stream appointments. Yet, data for a small sample of secondees representing several teacher education institutions show that they have a high degree of interest in becoming permanently involved in teacher education. In many cases, they also felt that they had the typically required qualifications or were within a close range of standard hiring criteria. It has been suggested by both university officials and secondees themselves that, while secondments provide a form of renewal for the secondees,

there is also an exploitive aspect to the university's relationship with them. There is clearly a need for further information about this group of teacher educators who have played an increasingly large role in Ontario in the past five years.

7. In addition to the common problems shared by all institutions, there are special difficulties in recruiting teacher education faculty members to the two French-language programs. The pool of prospective candidates is much more limited than is the case for English-language teacher educators, especially when seeking individuals who have background and/or familiarity with the Franco-Ontarian culture. A profile of the 1991 recruits revealed that 86 per cent of them were hired from Quebec, a province whose own need may increase at some point in the future. In addition, with the majority of recruits originating from another province, there are concerns with regard to length of commitment and faculty members' sense of "rootedness" in the new milieu.

8. The record of tenure-stream staff losses and gains in teacher education between 1987 and 1991 shows an overall *status quo* effect; the French-language sector has experienced a net gain in tenured and tenure-stream faculty members, whereas the English-language cohort has actually declined. The French-language faculties have also suffered proportionately fewer losses in the form of both retirements and other departures. In the face of scarcity, the French-language teacher institutions appear to be offering favourable conditions of employment such as senior academic ranks, security in the form of tenure, and other "perks" to attract and to hold their members.

9. As the home to many of Ontario's master's level programs in education and to nearly all of its doctoral level studies (100 per cent of EdD students and 89 per

cent of PhD students), The Ontario Institute for Studies in Education can be expected to be both a source of demand and a source of supply for new faculty members in education. It can also be expected to play a significant role in the on-going renewal of the present professoriate. Data on the new faculty appointments made in 1990-1991 indicate that The Institute made six appointments, one-half of whom were its own previous graduates. However, it was the source for fewer than one-third of the 32 recruits to the 10 teacher education institutions in Ontario during that one year of hiring.

10. On the surface, the number of doctoral candidates slated for graduation over the coming decade appears to correspond well to the hiring needs of the teacher education institutions, with the exception of a few areas such as mathematics education, science education and educational administration. It is reported, however, that a large portion of doctoral graduates in education have backgrounds in, and are bound for, organizations other than universities. Therefore, the supply to teacher education is actually much more limited than it would appear at first glance.

11. A profile of the 1990-91 recruits to the teacher education institutions indicates that the majority of them (69 per cent) were hired from outside of Ontario, from other Canadian provinces and from other countries. Of the 32 individuals reported, 81 per cent hold PhDs and the remainder hold master's degrees. Basic teaching certification from Ontario or some other province or country is held by 40 per cent, although only 34 per cent have background in elementary and secondary teaching, ranging from 1 to 24 years. The remaining 60 per cent come from a variety of backgrounds ranging from some who have spent careers, ranging from 3 to 20 years, entirely in universities, to a student from graduate school who has not

previously held full-time employment, and two individuals with no previous teaching experience at any level.

12. The present financial scenario in Ontario's universities is reportedly taking its toll on various renewal activities and prospects. In the universities or faculties which have formal renewal plans in place, they are generally considered to be invalidated, particularly by recent changes in provincial transfer grant payments. Indeed, many administrators feel that it is unlikely that even the *status quo* will be maintained. Teacher education institutions are uncertain, in most cases, about whether they will receive approval for replacements of future losses given the current fiscal realities. Some have already lost positions, and almost all replacements are at a junior entry rank level, despite the seniority of the previous incumbents.

13. Recent changes to the rules governing teachers' superannuation in Ontario are being reported by the teacher education institutions as a major hindrance to the recruitment of faculty members with elementary and secondary school teaching backgrounds. Legislative changes to the Ontario Teachers' Pension Plan enacted in January, 1990 have ended the portability of the plan between school boards and universities. However, it has been observed that teachers' pension plans from other Canadian provinces are still honoured in Ontario through reciprocal agreements.

14. Teacher education institutions are described as inhabiting culturally ambivalent worlds as they struggle to fulfill their dual mandates to the academic mission of their universities, on one hand, and to their related profession on the other. There is strong evidence that two distinct cultures co-exist in teacher

education in Ontario. Some describe the situation as causing a useful tension, but most say that the lack of harmony is dysfunctional for aspects of their endeavours. Overall, it is thought that a shift toward a more academic culture is taking place. Obviously, if teacher education and the study of education are to remain together in the universities, a balance may have to be struck to accommodate the views and needs of all major stakeholders. Membership in a small, but growing, third culture, which sees the value in each of the first two cultures and which sees that "we-they" divisions are counterproductive, shows promise of being able to embrace the traditional dualisms. Strategies to nurture this stance may hold solutions to present tensions and difficulties.

15. Faculties of education have differentiated and complex staffing models in comparison with more traditional units in the universities. This situation often masks the enormous responsibility that a relatively small number of full-time faculty members bear. Of the 513 full-time teacher educators in Ontario (including 13 per cent who are devoted to the two French-language programs), 30 per cent hold seconded or contractually limited positions which are not of a permanent on-going nature. Together, these 513 members teach some or all of the following student groups: approximately 6,682 pre-service students with 5,595 in their graduating year and 1,087 concurrent students at less advanced stages, more than 21,000 students who study part-time in in-service programs, 1731 part-time and 238 full-time MEd and MAT students and 56 PhD students (34 full-time and 22 part-time). These full-time faculty members are also reinforced by about 2,000 part-time faculty members hired from sources outside the university (mainly practising, professional educators from school boards associated with in-service programs) to teach one or more courses per year in addition to their regular full-time employment elsewhere.

16. An analysis of the composition of the group of 513 full-time faculty members presently involved in teacher education shows that it is predominantly male (64 per cent) and white (97 per cent). While it is not unusual in most university disciplines to find high proportions of men, most areas do not draw, as education can, on doctoral programs in which candidates are 64 per cent female or on a related profession that is largely female. However, growing societal concern and equity legislation have begun to be reflected in an increased proportion of female tenure-stream appointees in teacher education in recent years. The presence of visible minorities has been achieved partly through non-permanent secondments.

17. The present leadership in faculties of education is composed predominantly of white males. There are no visible minority members in any of the 57 academic administrative positions; and men comprise 100 per cent of the deans, one of the two directors' positions, 86.7 per cent of the senior ranks of deans and associate deans combined, 100 per cent of the graduate directors and 84.2 per cent of the chairs of departments or programs. If diversity of background among the leaders in teacher education is a goal, the profile of those presently in administrative positions does not bode well for future diversity. The present leadership pipeline whereby individuals gain anticipatory socialization experience to become deans also suggests that the dean of tomorrow may closely resemble today's.

This report has addressed a range of issues and attempted to answer some questions about faculty renewal in teacher education in Ontario, over the coming decade and beyond. In the course of conducting the research, many more questions have been raised which appear to warrant further investigation. Moreover, the probable duration of the period of high demand for renewal of the professoriate, over the next 15 years, suggests the need for on-going monitoring and analysis.

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APPENDIX A

Ontario

Teacher Education Council, Ontario
Conseil ontarien sur la formation du personnel enseignant

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56 Wellesley Street West
Toronto, Ontario M7A 2B7
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October 15, 1991

Dr. Michael Awender
Dean, Faculty of Education
University of Windsor
600 Third Concession Road
Windsor, Ontario
N9B 3P4

Dear ~~Dean Awender~~ Michael:

The issue of faculty renewal has emerged as a vital area of concern to faculties of education and the university sector in general, the government, teachers' federations, school boards and other interested parties. Indeed, there seems to be a growing sense of need for both information and action.

In order to address this concern, The Teacher Education Council, Ontario has selected me as a consultant and principal researcher to conduct a study and to make recommendations for consideration on the issue.

As one of the first steps in this process, the enclosed survey, which is being sent to all deans of education in Ontario, has been developed to gather information about your Faculty and its short and long term plans which may affect the prospective supply of faculty members. This questionnaire has been reviewed with the Work Group of the Council's Task Force on Faculty Renewal on which the Ontario Association of Deans of Education has representation.

Your co-operation in having such a lengthy survey completed is greatly appreciated. I realize that carrying out this task will place an added burden on you and your staff, but I trust that you share with me and with the Council as a whole a keen sense of the importance of this topic to the future health and welfare of teacher education in Ontario. You may not be able to answer all questions in the survey, but please give as much information as you can provide at this time.

Although you and your executive group are in the best position to answer most of the questions contained in the survey, I believe that it is also important to try to gather the perceptions of regular faculty members in regard to some aspects of the study particularly with regard to question 35 of the survey. If possible, would you provide some forum for discussion or input to the survey and the overall study. If there are any suggestions which you can make to me about how I might facilitate such a process, I would be grateful. Alternatively, you may wish to make all faculty members aware of this study and invite them to send comments, relevant papers or information to me directly.

Upon completion of this survey, an interview will be arranged with you to follow up points made in the response, and to discuss additional topics such as governance, relationships amongst categories of faculty members and appointment, tenure and promotion processes. I shall also be surveying, interviewing or inviting comment from university presidents and representatives from all other groups of stakeholders including government, the federations, the school boards (directors and trustees), recent teacher education graduates and parent groups.

I would like to provide you with assurance on two points. First, any publication or dissemination of the results of this study will ensure the confidentiality of your Faculty's response. Analyses will present aggregate or summary information which preserves the anonymity of the sources. Second, you will be provided with the results of this study as soon as it can be made public.

It is most important that your completed survey be returned by Friday, November 15, 1991. If you have any questions about the process or the survey, please do not hesitate to contact me at (416) 489-2454.

Once again, thank you for your help and co-operation.

Best regards,

Laverne

Laverne Smith
Principal Investigator

TEACHER EDUCATION COUNCIL, ONTARIO
FACULTY RENEWAL SURVEY OF
FACULTIES, COLLEGES AND SCHOOLS OF EDUCATION

Name: _____

University: _____

Position: _____

Telephone Number: _____

General Note: All questions referring to the present should use October 1, 1991 as a reference point.

FACULTY INFORMATION:

1. How many **full-time** faculty members do you presently employ? (Please respond in terms of the number of individuals whose primary, full-time appointment is in Education, and not in terms of full-time equivalents.)

full-time tenured	female ____
	male ____
full-time probationary tenure-stream	female ____
	male ____
full-time contractually limited	female ____
	male ____
secondment	female ____
	male ____
cross-appointment	female ____
	male ____
other (please specify)	female ____
	male ____
	FULL-TIME TOTAL _____

2. How many of your **full-time** faculty members have visible minority status?

   Native Canadian _____ Black _____ East Indian _____ Chinese _____ Other _____

3. How many individual **part-time** or sessional faculty members from sources outside the university do you presently employ? _____

4. How many individual **cross-appointed** faculty members from other areas of the university do you employ **part-time** or for a portion of their teaching load (exclusive of the categories in question1 and 3 above)?

_____

5 (a). With regard to each of the three program areas: Pre-Service, In-Service and Graduate, what proportion (%) of the teaching and administration is handled by individuals in each of the categories of faculty members shown in the chart below?

PROGRAM	TENURED	PROBATIONARY TENURE-STREAM	CROSS-APPOINTMENT	CONTRACTUALLY LIMITED	PART-TIME	OTHER
PRE-SERVICE	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %
IN-SERVICE	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %
GRADUATE	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %

(b). Do you expect any changes to be made in the proportions indicated above? If so, why?

_____

_____

_____

6 (a). Are there any **full-time** faculty members responsible for the Pre-Service program who are not involved in field supervision? ☐ yes ☐ no

If yes:

(1) What percent fall in this category? _____%

(2) For what area(s) of the Pre-Service program is the faculty member(s) responsible?

_____

_____

_____

(b). What is the ratio of students to faculty members involved in field supervision?

_____ / _____ P/J level _____ / _____ J/I level _____ / _____ I/S level

ACADEMIC ADMINISTRATIVE ROLES:

7. Please complete the following chart as it applies to your Faculty:

ROLE	MAIN AREA OF RESPONSIBILILTY	% OF TIME ALLOCATED	GENDER	VISIBLE MINORITY STATUS	DISABILITY/ PHYSICALLY CHALLENGED	OTHER COMMENTS
Dean						
Associate Dean						
Associate Dean						
Associate Dean						
Assistant Dean						
Assistant Dean						
Research Co-ordinator/ Director						
Pre-Service Co-ordinator						
In-Service Co-ordinator						
Graduate Director						
Practicum Co-ordinator						
Chair						
Chair						
Chair						
Chair						
Chair						
Chair						
Other						
Other						
Other						
Other						

RETIREMENTS:

8. How many tenured and probationary tenure-stream faculty members took retirement in each of the following academic years?

RETIREMENTS

1987-1988	1988-1989	1989-1990	1990-1991

9. How many tenured and probationary tenure-stream faculty members left for reasons other than retirement? Please place individual losses according to their **main** reason for departure.

DEPARTURES/LOSSES

YEAR	POSITION AT ANOTHER ONTARIO UNIVERSITY	POSITION AT A CANADIAN UNIVERSITY OUTSIDE ONTARIO	POSITION AT A UNIVERSITY OUTSIDE CANADA	POSITION OUTSIDE OF A UNIVERSITY	ILLNESS	DEATH	OTHER (PLEASE SPECIFY e.g.. encouraged to leave)
1987-1988							
1988-1989							
1989-1990							
1990-1991							

10. Please indicate the number of **full-time** tenure-stream faculty members who will be eligible for retirement in each of the following academic years:

YEAR

1991-1992 _____ 1992-1993 _____ 1993-1994 _____ 1994-1995 _____

1995-1996 _____ 1996-1997 _____ 1997-1998 _____ 1998-1999 _____

1999-2000 _____ 2000-2001 _____ 2001-2002 _____ 2002-2003 _____

APPOINTMENTS:

11. How many new **full-time** faculty members did you hire in each of the following academic years (total new hiring to cover retirements, other losses, growth and new program initiatives)?

YEAR	TENURED	PROBATIONARY TENURE-STREAM	SECONDMENT	CONTRACTUALLY LIMITED
1987-1988				
1988-1989				
1989-1990				
1990-1991				

12. Beyond 1990-1991, taking into account retirements, losses, program changes and enrolment growth, approximately how many new full-time faculty members do you expect to hire in each of the following academic years?

YEAR	TENURED	PROBATIONARY TENURE-STREAM	SECONDMENT	CONTRACTUALLY LIMITED
1991-1992				
1992-1993				
1993-1994				
1994-1995				
1995-1996				

13. Please complete the following chart for tenured and probationary tenure-stream faculty hired in 1990-1991:

Appointments	Place of Origin	Highest Degree Held	Subject Area/ Discipline	Previous Position	Previous Experience with your Faculty	Type of Teaching Certification Held	No. of Years Teaching Experience & Level	Gender	Visible Minority Status	Disability/ Physically Challenged	Other Comments
Hiring # 1											
Hiring # 2											
Hiring # 3											
Hiring # 4											
Hiring # 5											
Hiring # 6											
Hiring # 7											
Hiring # 8											
Hiring # 9											
Hiring #10											

14. In general, what are the staffing constraints in regard to the offering of key programs? _____

_____

_____

_____

_____

_____

15. What are the disciplinary areas (areas of expertise, study) in which you find the most difficulty in recruiting faculty members?

_____

_____

_____

_____

_____

_____

16. Do you have any other special difficulties with recruitment or constraints particular to your Faculty or geographic area?

_____

_____

_____

_____

_____

_____

17. Does your Faculty have any particular advantages in regard to recruitment?

_____

_____

_____

_____

_____

_____

18. Are you able, financially and in other ways, to replace retirements and losses If so, are they replaced at the same level or rank?

_____

_____

_____

_____

_____

19 (a). For each teaching program area listed in column A, B and C indicate the relative importance you would give to each criterion when you hire a new faculty member to teach in the program. Criteria should be rated as:

(1) extremely important, (2) very important, (3) somewhat important, (4) not important.

Criteria used in hiring faculty:

	A Pre-Service	B In-Service	C Graduate	Other Comments
EdD.				
PhD.				
PhD. from Faculty of Education only				
EdD./PhD. (all but thesis complete)				
MEd.				
MA.				
MA. from Faculty of Education only				
MEd./MA. (all but thesis complete)				
Overall research record				
Presently conducting a research project				
Record of obtaining research grants				
Three or more refereed journal articles				
Strong teaching record				
Elementary/secondary teaching experience				
Professional standing in the field				
University teaching experience				
Personal characteristics				
Compatible with present faculty				
Good role model for students				
Canadian Citizen				
Gender				
Visible Minority Status				
Other (specify)				

(b). List for each program below the **three** most important criteria in order of priority for hiring.

Pre-Service _____

In-Service _____

Graduate _____

RECRUITMENT AND RENEWAL:

20. Do you have a faculty renewal plan or a planning document that addresses the issue of faculty renewal?

☐ Yes ☐ No

21. If yes, are you willing to provide the Principal Investigator with a copy of it or relevant excerpts from it?

☐ Yes (appended) ☐ No

22. Does your university have an overall faculty renewal plan or discussion paper?

☐ Yes ☐ No

23. Are there university-wide priorities or constraints in regard to faculty renewal?

_____

_____

_____

_____

_____

24. What are the most serious recruitment problems facing your Faculty in its efforts toward renewal?

_____

_____

_____

_____

_____

25. What strategies are being or have been developed to overcome these problems and/or other difficulties?

_____

_____

_____

_____

_____

26 (a). Do you think that there is an ideal member of a faculty of education? If so, please provide a description of the desirable characteristics. If not, please explain why.

_____

_____

_____

_____

_____

(b). How many faculty members do you presently employ who match this description? _____

(c). How and from where is it possible to recruit or develop such people; and what are the constraints on doing so?

_____

_____

_____

_____

_____

27. How are special issues, needs and aspirations (e.g., multiculturalism, gender equity, French language difficulties, integration of theory and practice, etc.) being addressed through faculty renewal?

_____

_____

_____

_____

_____

28. Please outline existing policies and practices which:

(a) facilitate an effective integration of new faculty members into the university community, and

_____

_____

_____

(b) offer incentives for in-service opportunities and renewal of experienced faculty.

_____

_____

_____

29. How do collective agreements, university or faculty by-laws, policies and practices, and superannuation regulations encourage or impede the recruitment of appropriate members for your faculty of education?

_____

_____

_____

_____

_____

STUDENT BODY:

30. Please complete the following chart concerning your enrolment (individuals, **not** full-time equivalents):

PROGRAM	APPROXIMATE TOTAL		APPROX. % FEMALE	APPROX. % VISIBLE MINORITY	OTHER COMMENTS
Pre-Service (Consecutive)					
Pre-Service (Concurrent)					
In-Service					
Graduate	Full-Time	Part-Time			
MEd					
MA					
EdD					
PhD					

31. If you have doctoral programs, please list the number of students in programs by area of study.

_____

_____

_____

_____

_____

_____

_____

32. How many of these doctoral students could be reasonably expected to complete and be available for a university position by:

1991-1992 ____ 1992-1993 ____ 1993-1994 ____ 1994-1995 ____ 1995-1996 ____ 1996-1997 ____

33 (a). Do you plan to hire your own graduate students upon completion?

☐ Yes ☐ No

(b). If no, please explain why not:

_____

_____

_____

_____

_____

34. What difficulties do you encounter in attracting and retaining graduate students?

_____

_____

_____

_____

_____

35. Please make other comments about the topic of faculty renewal which you feel would be useful to this study.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Again, thank you for your co-operation.

Lorne Smith

APPENDIX B

Conseil ontarien sur la formation du personnel enseignant

Étude du renouvellement du personnel des écoles, des collèges et des facultés d'éducation

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Le 28 octobre 1991

Monsieur le Doyen,

Le renouvellement du corps professoral est devenu une préoccupation importante pour les écoles et les facultés d'éducation, les universités en général, de même que pour les fédérations d'enseignantes et d'enseignants, les conseils scolaires et le gouvernement. La situation est à un point tel qu'il est urgent de procéder à une étude pour prendre les mesures qui s'imposent. À cet effet, le Conseil ontarien sur la formation du personnel enseignant (COFPE) m'a demandé à titre de consultante et de chercheure principale de faire cette étude et de proposer des moyens aptes à favoriser des mesures palliatives.

Dans un premier temps, nous faisons parvenir le questionnaire ci-annexé à tous les doyens des facultés d'éducation en Ontario. Ce questionnaire a été préparé en consultation avec le groupe de travail du COFPE sur le renouvellement du corps professoral, groupe qui compte des représentants de l'Association des doyens en éducation en Ontario. Par ce questionnaire, nous voulons faire la cueillette de données auprès des écoles et des facultés d'éducation en ce qui a trait au corps professoral et à son embauche.

Nous apprécions grandement votre collaboration à la réalisation de cette étude. Les nombreux renseignements demandés par le questionnaire imposent évidemment un surplus de travail; toutefois, nous croyons que vous comprenez l'importance de cette étude pour le bien-être actuel et futur de la formation à l'enseignement en Ontario. Il pourrait arriver que vous ne puissiez répondre à toutes les questions, mais nous souhaitons obtenir le plus de données possibles. De plus, certaines questions ou parties de question pourraient ne pas s'appliquer à votre situation particulière.

Il est bien évident que le doyen et les cadres sont les mieux placés pour répondre au questionnaire; il serait toutefois important de connaître les perceptions des membres

du corps professoral, surtout en ce qui a trait à la question 35 du questionnaire. Il serait peut-être intéressant d'organiser des groupes de discussion portant sur le questionnaire et l'étude en général. Nous apprécierions grandement toute suggestion de votre part quant à cette démarche. Par contre, vous voudrez peut-être faire part de l'étude à vos professeurs, les invitant à me faire parvenir directement les commentaires et les réactions qu'ils jugent à propos.

Une fois ce questionnaire complété, nous vous rencontrerons en entrevue pour discuter des données émanant du questionnaire et pour aborder d'autres domaines tels la gestion universitaire, les rapports entre professeurs, les nominations, la permanence et les promotions. Nous solliciterons également, par le biais de questionnaires, d'entrevues et de commentaires écrits les perceptions et les réactions des présidents d'universités, des représentants du gouvernement, des fédérations d'enseignantes et d'enseignants, des conseils scolaires (directeurs généraux et conseillers scolaires), des associations de parents ainsi que des nouveaux diplômés des programmes de formation à l'enseignement.

Soyez assuré que toute publication émanant de cette étude protègera la confidentialité des réponses des facultés et des écoles. L'analyse et la présentation des données se feront globalement, conservant ainsi l'anonymat de leur provenance. Vous recevrez les résultats de l'étude dès qu'ils seront disponibles.

Il serait important que le retour du questionnaire complété se fasse au plus tard le vendredi 22 novembre 1991. Pour tout renseignement, n'hésitez pas à me contacter (416-489-2454). Vous pouvez également contacter Yves Herry (613-564-7752) ou Denis Levesque (613-564-7760) qui ont accepté de participer à cette étude en s'occupant particulièrement des établissements responsables de la formation des enseignantes et des enseignants pour les écoles de langue française de l'Ontario.

Veuillez agréer, Monsieur le Doyen, l'expression de nos remerciements les plus sincères pour votre précieuse collaboration.

Laverne Smith

Laverne Smith
Chercheuse principale

Conseil ontarien sur la formation du personnel enseignant

Étude du renouvellement du personnel des écoles, des collèges et des facultés d'éducation

Nom : _____

Université: _____

Poste : _____

Téléphone: _____

Remarque : vos réponses aux questions reposent sur les données disponibles le premier octobre 1991.

RENSEIGNEMENTS SUR LES FACULTÉS

1. Combien de professeurs et de professeures à temps complet, la Faculté a-t-elle à son emploi actuellement?

Membres du corps professoral à temps complet:

	français		anglais	
permanent :	femmes ___	hommes ___	femmes ___	hommes ___
occupant un poste conduisant à la permanence (en période probatoire) :	femmes ___	hommes ___	femmes ___	hommes ___
à contrat :	femmes ___	hommes ___	femmes ___	hommes ___
détachés en prêt de service :	femmes ___	hommes ___	femmes ___	hommes ___
nomination conjointe :	femmes ___	hommes ___	femmes ___	hommes ___
autres (spécifiez) :	femmes ___	hommes ___	femmes ___	hommes ___
Total à temps complet :	femmes ___	hommes ___	femmes ___	hommes ___

2. Combien de professeurs et de professeures à temps complet proviennent de minorités visibles?

Autochtones ___ Noirs ___ Indiens ___ Chinois ___ Autres ___

3. Combien de professeurs et de professeures à temps partiel de même que de professeurs invités et de professeures invitées provenant de l'extérieur de l'Université, la Faculté emploie-t-elle actuellement? ___

4. Combien de professeurs et de professeures provenant de nominations conjointes avec d'autres secteurs de l'Université occupent un poste à temps partiel à la Faculté (s.v.p. exclure celles et ceux qui paraissent aux questions 1 et 3). ___

5. a) Quelle proportion (%) de l'enseignement et de l'administration de la formation initiale, de la formation continue et des études supérieures est effectuée par les professeurs et professeures selon les catégories suivantes?

Programmes	permanents	en période probatoire	nomination conjointe	à contrat	à temps partiel	autres
formation initiale	Français___% anglais ___%	Français___% anglais ___%	Français___% anglais ___%	Français___% anglais ___%	Français___% anglais ___%	Français___% anglais ___%
formation continue	Français___% anglais ___%	Français___% anglais ___%	Français___% anglais ___%	Français___% anglais ___%	Français___% anglais ___%	Français___% anglais ___%
études supérieures	Français___% anglais ___%	Français___% anglais ___%	Français___% anglais ___%	Français___% anglais ___%	Français___% anglais ___%	Français___% anglais ___%

5. b) Prévoyez-vous des changements à ces proportions?

_____

_____

6. a) Y a-t-il des professeurs et des professeures à temps complet du secteur de la formation initiale qui ne font pas de supervision de stages? oui ☐ non ☐

Si oui : 1) Quel en est le pourcentage ? ___%

2) Quels sont les domaines de responsabilité de ces professeurs et professeures?

_____

_____

6. b) Quelle est la proportion étudiants/professeur en ce qui a trait à la supervision de stages? _____

TACHES ADMINISTRATIVES

7. Veuillez compléter le tableau suivant selon les données de votre Faculté.

rôles	domaines de responsabilité	temps alloué (%)	homme ou femme	minorité visible	handicapé	autres
Doyen						
doyen associé						
vice-doyen ou vice-doyenne						
coordonnateur de la recherche						
coordonnateur de la formation initiale						
coordonnateur du "pre-service"						
coordonnateur de la formation continue						
coordonnateur du "in-service"						
Directeur des études supérieures						
Directeur ou directrice de département						
Autres (précisez)						
Autres (précisez)						

RETRAITES

8. Combien de professeures et de professeurs permanents ou en période probatoire ont pris leur retraite à chacune des années suivantes :

	1987-1988	1988-1989	1989-1990	1990-1991
Nombre de retraites	français_____ anglais _____	français_____ anglais _____	français_____ anglais _____	français_____ anglais _____

9. Combien de professeures et professeurs permanents ou en période probatoire ont quitté leur emploi à la Faculté pour des raisons autres que la retraite? indiquez le nombre de départs pour chacune des raisons du tableau suivant.

années	autre université ontarienne	université canadienne hors de l'Ontario	université hors du Canada	hors du milieu universitaire	maladie	décès	autres (spécifiez)
1987-1988	français___ anglais ___	français___ anglais ___	français___ anglais ___	français___ anglais ___	français___ anglais ___	français___ anglais ___	français___ anglais ___
1988-1989	français___ anglais ___	français___ anglais ___	français___ anglais ___	français___ anglais ___	français___ anglais ___	français___ anglais ___	français___ anglais ___
1989-1990	français___ anglais ___	français___ anglais ___	français___ anglais ___	français___ anglais ___	français___ anglais ___	français___ anglais ___	français___ anglais ___
1990-1991	français___ anglais ___	français___ anglais ___	français___ anglais ___	français___ anglais ___	français___ anglais ___	français___ anglais ___	français___ anglais ___

10. Combien de professeurs et professeures à temps complet seront à l'âge de la retraite pour chacune des années suivantes?

1991-1992	1992-1993	1993-1994	1994-1995
français___	français___	français___	français___
anglais ___	anglais ___	anglais ___	anglais ___

1995-1996	1996-1997	1997-1998	1998-1999
français___	français___	français___	français___
anglais ___	anglais ___	anglais ___	anglais ___

1999-2000	2000-2001	2001-2002	2002-2003
français___	français___	français___	français___
anglais ___	anglais ___	anglais ___	anglais ___

NOMINATIONS

11. Combien de nouveaux professeurs et de nouvelles professeures à temps complet avez-vous embauchés à chacune des années suivantes (pour combler les retraites, les départs, les nouveaux postes, les besoins des nouveaux programmes)?

année	permanents	en période probatoire	prêts de service	à contrat
1987-1988	français___ anglais ___	français___ anglais ___	français___ anglais ___	français___ anglais ___
1988-1989	français___ anglais ___	français___ anglais ___	français___ anglais ___	français___ anglais ___
1989-1990	français___ anglais ___	français___ anglais ___	français___ anglais ___	français___ anglais ___
1990-1991	français___ anglais ___	français___ anglais ___	français___ anglais ___	français___ anglais ___

12. Combien prévoyez-vous embaucher de nouveaux professeurs ou de nouvelles professeures après 1990-1991 à la lumière des retraites, des départs, des nouveaux postes et des besoins des nouveaux programmes?

année	permanents	en période probatoire	prêts de service	à contrat
1991-1992	français___ anglais ___	français___ anglais ___	français___ anglais ___	français___ anglais ___
1992-1993	français___ anglais ___	français___ anglais ___	français___ anglais ___	français___ anglais ___
1993-1994	français___ anglais ___	français___ anglais ___	français___ anglais ___	français___ anglais ___
1994-1995	français___ anglais ___	français___ anglais ___	français___ anglais ___	français___ anglais ___
1995-1996	français___ anglais ___	français___ anglais ___	français___ anglais ___	français___ anglais ___

13. Veuillez compléter le tableau suivant pour les membres du corps professoral à temps complet embauchés en 1990-1991 :

nominations	lieu d'origine	grade universi-taire le plus élevé	domaine de spéciali-sation	poste antérieur	expérience antérieure à votre Faculté	brevet d'ensei-gnement	années d' expérience et niveau	homme/ femme	minorité visible	handicapé	Français/ anglais
professeur 1											
professeur 2											
professeur 3											
professeur 4											
professeur 5											
professeur 6											
professeur 7											
professeur 8											
professeur 9											
professeur 10											

14. Quelles sont les principales difficultés rencontrées lors du recrutement et de l'embauche de professeurs pour dispenser les programmes de la Faculté?

15. Dans quels domaines d'études ou de spécialisation le recrutement et l'embauche de professeurs s'avère-t-il le plus difficile?

16. Y a-t-il d'autres difficultés liées au recrutement et à l'embauche de professeurs en ce qui a trait à votre Faculté ou votre région?

17. Votre Faculté jouit-elle d'avantages particuliers par rapport au recrutement de professeurs et de professeures?

18. Pouvez-vous remplacer les membres du corps professoral qui quittent à cause de la retraite ou pour d'autres raisons; si oui, sont-ils remplacés par des professeurs et des professeures au même échelon et au même rang?

19. a) Pour chacun des programmes indiqués aux colonnes A, B et C, veuillez indiquer le degré d'importance que vous accorderiez aux différents critères pour l'embauche de nouveaux professeurs et de nouvelles professeures pour chaque programme identifié dans le tableau. Les critères sont les suivants :

(1) de grande importance (2) très important (3) quelque peu important (4) pas important

A formation initiale	B formation continue	C études supérieures	Critères	A pre-service	B in-service	C graduate studies
			Ed.D.			
			Ph.D.			
			Ph.D. (d'une Faculté d'éducation)			
			Ed.D./Ph.D. (thèse à terminer)			
			M.Ed.			
			M.A.			
			M.A. (d'une Faculté d'éducation)			
			M.Ed./M.A. (thèse à terminer)			
			Dossier de recherche			
			Impliqué dans un projet de recherche			
			Récipiendaire de subvention			
			Articles de revues arbitrées (3 et plus)			
			Enseignement de qualité			
			Enseignement élémentaire/secondaire			
			Statut professionnel			
			Enseignement au 1er cycle			
			Personnalité			
			Compatibilité avec le personnel existant			
			Modèle pour les étudiants			
			Citoyenneté canadienne			
			Homme/femme			
			Minorité visible			
			Autres (spécifiez)			

19. b) Veuillez indiquer les trois critères d'embauche les plus importants pour chacun des programmes suivants:

formation initiale _____

formation continue _____

études supérieures _____

RECRUTEMENT ET RENOUVELLEMENT

20. La Faculté a-t-elle un plan de renouvellement du corps professoral? oui ☐ non ☐

21. Si oui, acceptez-vous de remettre une copie du plan ou des sections pertinentes à la chercheure principale? oui ☐ non ☐

22. L'université a-t-elle un plan général pour le renouvellement du corps professoral, ou encore un document à cet effet? oui ☐ non ☐

23. Y a-t-il des priorités établies par l'Université ou des difficultés concernant le renouvellement du corps professoral?

_____

_____

_____

_____

_____

24. Quelles sont les plus sérieuses difficultés de la Faculté par rapport au renouvellement de son corps professoral?

_____

_____

_____

_____

_____

25. Quels moyens sont mis de l'avant pour contrer ces difficultés et ces obstacles?

_____

_____

_____

_____

26. a) D'après vous, y a-t-il un professeur-type idéal pour une Faculté d'éducation?
Si oui, quelles en seraient les caractéristiques ou traits souhaitables? Si non, donnez-en les raisons.

26. b) D'après vous, combien de vos professeurs et de vos professeures possèdent ces caractéristiques ou traits?

26. c) Comment et où peut-on recruter ou former de tels professeurs? Quels en seraient les obstacles?

27. Les besoins, les aspirations et les situations particulières (multiculturalisme, équité d'emploi, besoins des francophones, l'intégration de la théorie et la pratique) sont-ils des éléments de votre plan de renouvellement du corps professoral?

28. Veuillez énoncer les politiques et les pratiques actuelles qui :

a) favorisent l'intégration efficace des nouveaux professeurs et des nouvelles professeures au milieu universitaire

_____

_____

_____

b) encouragent la formation continue des professeurs et des professeures à l'emploi de la Faculté depuis un certain nombre d'années.

_____

_____

_____

29. Quels sont les impacts (positifs ou négatifs) des conventions collectives, des politiques, des pratiques, des régimes de retraite et des règlements de la Faculté ou de l'Université sur le recrutement d'un personnel dûment qualifié pour votre Faculté?

_____

_____

_____

LE CORPS ÉTUDIANT

30. Veuillez compléter le tableau relatif aux inscriptions des francophones et le tableau relatif aux inscriptions des anglophones (selon les nombres de personnes et non pas les équivalents à temps complet).

programme	total approximatif		% femmes	% minorité visible	autres commentaires
formation initiale					
formation continue					
études supérieures	temps complet	temps partiel			
M.Ed.					
M.A.					
Ed.D.					
Ph.D.					

programme	total approximatif		% femmes	% minorité visible	autres commentaires
pre-service					
in-service					
graduate studies	temps complet	temps partiel			
M.Ed.					
M.A.					
Ed.D.					
Ph.D.					

31. Si la Faculté offre un programme de doctorat, veuillez indiquer le nombre d'étudiants et d'étudiantes par domaines d'études.

_____

_____

_____

_____

_____

32. Indiquez le nombre d'étudiants et d'étudiantes aux études doctorales qui termineront et seront aptes à prendre un poste universitaire en :

1991-1992	**1992-1993**	**1993-1994**	**1994-1995**	**1995-1996**	**1996-1997**
français ____	français ____	français ____	français ____	français ____	français ____
anglais ____	anglais ____	anglais ____	anglais ____	anglais ____	anglais ____

33. Projetez-vous d'embaucher vos propres étudiants et étudiantes après l'obtention de leur diplôme?

oui ☐ non ☐

Si non, pourquoi?

_____

_____

_____

_____

_____

34. Quelles difficultés avez-vous à recruter les étudiantes et les étudiants diplômés et à les retenir à la Faculté?

35. Veuillez faire part de tous commentaires ou suggestions par rapport au renouvellement du corps professoral des Écoles ou Facultés d'éducation qui, selon vous, pourraient être utiles à cette étude.

APPENDIX C

Ontario

Teacher Education Council, Ontario
Conseil ontarien sur la formation du personnel enseignant

16th Floor
56 Wellesley Street West
Toronto, Ontario M7A 2B7
Telephone: (416)324-4878
FAX: (416)963-2691

16e étage
56, rue Wellesley ouest
Toronto (Ontario) M7A 2B7
Téléphone: (416)324-4878
Télécopieur: (416)963-2691

February 24, 1992

Dr. A. Kreuger
Director, The Ontario Institute
for Studies in Education
252 Bloor St. West
Toronto, Ontario
M5T 1W1

Dear Dr. Kreuger:

The issue of faculty renewal in teacher education has emerged as a vital area of concern to faculties of education and the university sector in general, the government, teachers' federations, school boards and other interested parties. Indeed, there seems to be a growing sense of need for both information and action.

In order to address this concern, The Teacher Education Council, Ontario has selected me as a consultant and principal researcher to conduct a study and to make recommendations for consideration on the issue.

As one of the steps in this process, the enclosed survey has been developed to gather information about your organization and its short and long term plans which may affect the prospective supply of faculty members. This questionnaire has been reviewed with the Work Group of the Council's Task Force on Faculty Renewal on which the Ontario Association of Deans of Education, the Council of Ontario Universities and other groups have representation.

Your co-operation in having such a lengthy survey completed is greatly appreciated. I realize that carrying out this task will place an added burden on you and your staff, but I trust that you share with me and with the Council as a whole a keen sense of the importance of this topic to the future health and welfare of teacher education in Ontario. You may not be able to answer all questions in the survey, but please give as much information as you can provide at this time.

Upon completion of this survey, an interview will be arranged with you to follow up points made in the response, and to discuss additional topics such as governance, relationships amongst categories of faculty members and appointment, tenure and promotion processes. I shall also be surveying, interviewing or inviting comment from deans of education, university presidents and representatives from all other groups of stakeholders including government, the federations, the school boards (directors and trustees), recent teacher education graduates and parent groups.

I would like to provide you with assurance on two points. First, any publication or dissemination of the results of this study will ensure the confidentiality of your response. Analyses will present aggregate or summary information which preserves the anonymity of the sources. Second, you will be provided with the results of this study as soon as it can be made public.

It is most important that your completed survey be returned by Monday, March 23, 1992. If you have any questions about the process or the survey, please do not hesitate to contact me at (416) 489-2454.

Once again, thank you for your help and co-operation.

Best regards,

Laverne Smith
Principal Investigator

TEACHER EDUCATION COUNCIL, ONTARIO
FACULTY RENEWAL SURVEY OF
THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

Name: _____ Position: _____

Telephone Number: _____

General Note: *All questions referring to the present should use February 1, 1992 as a reference point.*

FACULTY INFORMATION:

1. How many **full-time** faculty members do you presently employ? *(Please respond in terms of the number of individuals whose primary, full-time appointment is at OISE, and not in terms of full-time equivalents.)*

Full-time tenured	female	_____
	male	_____
full-time probationary tenure-stream	female	_____
	male	_____
full-time contractually limited	female	_____
	male	_____
secondment	female	_____
	male	_____
cross-appointment	female	_____
	male	_____
other (please specify)	female	_____
	male	_____
	FULL-TIME TOTAL	_____

2. How many of your **full-time** faculty members have visible minority status?

Native Canadian _____ Black _____ East Indian _____

Chinese _____ Other _____

3. How many individual **part-time** or sessional faculty members from sources outside the university do you presently employ? _____

4. How many individual **cross-appointed** faculty members from other areas of the university do you employ **part-time** or for a portion of their teaching load (exclusive of the categories in question 1 and 3 above)? _____

5(a). What proportion (%) of the teaching is handled by individuals who are hired on a part-time basis? _____

(b). Do you expect any changes to be made in the proportion indicated above? If so, why?

_____

_____

_____

_____

_____

_____

ACADEMIC ADMINISTRATIVE ROLES:

6. Please complete the following chart as it applies to your organization:

ROLE	MAIN AREA OF RESPONSIBILITY	% OF TIME ALLOCATED	GENDER	VISIBLE MINORITY STATUS	DISABILITY/ PHYSICALLY CHALLENGED	OTHER COMMENTS
Director						
Assistant Director						
Assistant Director						
Chair						
Chair						
Chair						
Chair						
Chair						
Chair						
Chair						
Chair						
Chair						
Head Field Centre						
Head Field Centre						
Head Field Centre						
Head Field Centre						
Head Field Centre						
Head Field Centre						
Head Field Centre						
Head Field Centre						
Other						

RETIREMENTS:

7. How many tenured and probationary tenure-stream faculty members took retirement in each of the following academic years?

RETIREMENTS			
1987-1988	1988-1989	1989-1990	1990-1991

8. How many tenured and probationary tenure-stream faculty members left for reasons other than retirement? Please place individual losses according to their **main** reason for departure.

DEPARTURES/LOSSES							
YEAR	POSITION AT ANOTHER ONTARIO UNIVERSITY	POSITION AT A CANADIAN UNIVERSITY OUTSIDE ONTARIO	POSITION AT A UNIVERSITY OUTSIDE CANADA	POSITION OUTSIDE OF A UNIVERSITY	ILLNESS	DEATH	OTHER (PLEASE SPECIFY EG, ENCOURAGED TO LEAVE)
1987-1988							
1988-1989							
1989-1990							
1990-1991							

9. Please indicate the number of **full-time** tenured and probationary tenure-stream faculty members who will be **eligible** for retirement in each of the following academic years:

YEAR

1991-1992	_____	1992-1993	_____	1993-1994	_____	1994-1995	_____
1995-1996	_____	1996-1997	_____	1997-1998	_____	1998-1999	_____
1999-2000	_____	2000-2001	_____	2001-2002	_____	2002-2003	_____

APPOINTMENTS:

10. How many new **full-time** faculty members did you hire in each of the following academic years (total new hiring to cover retirements, other losses, growth and new program initiatives)?

YEAR	TENURED	PROBATIONARY TENURE-STREAM	SECONDMENT	CONTRACTUALLY LIMITED
1987-1988				
1988-1989				
1989-1990				
1990-1991				

11. Beyond 1990-1991, taking into account retirements, losses, program changes and enrolment growth, approximately how many new full-time faculty members do you expect to hire in each of the following academic years?

YEAR	TENURED	PROBATIONARY TENURE-STREAM	SECONDMENT	CONTRACTUALLY LIMITED
1991-1992				
1992-1993				
1993-1994				
1994-1995				
1995-1996				

12. Please complete the following chart for tenured and probationary tenure-stream faculty hired in 1990-1991:

Appointments	Place of Origin/ Hired From	Highest Degree Held	Subject/ Area Discipline	Previous Position	Previous Experience with OISE	Type of Teaching Certification Held	No. of Years Teaching Experience & Level	Gender	Visible Minority Status	Disability/ Physically Challenged	Other Comments
Hiring #1 (sample)	Toronto York University	PhD	Educ. Admin.	Asst. Prof.	Teaching Part-time & PhD Grad.	Ontario Teacher's Certificate	5-Elem. 2-Sec 5-univ (undergr.)	F	No	No	
Hiring #2											
Hiring #3											
Hiring #4											
Hiring #5											
Hiring #6											
Hiring #7											
Hiring #8											
Hiring #9											

Appointments	Place of Origin/ Hired From	Highest Degree Held	Subject/ Area Discipline	Previous Position	Previous Experience with OISE	Type of Teaching Certification Held	No. of Years Teaching Experience & Level	Gender	Visible Minority Status	Disability/ Physically Challenged	Other Comments
Hiring #10											
Hiring #11											
Hiring #12											
Hiring #13											
Hiring #14											
Hiring #15											
Hiring #16											
Hiring #17											
Hiring #19											
Hiring #20											

13. In general, what are the staffing constraints in regard to the offering of programs?

_____

_____

_____

_____

14. What are the disciplinary areas (areas of expertise, study) in which you find the most difficulty in recruiting faculty members?

_____

_____

_____

_____

15. Do you have any other special difficulties with recruitment or constraints particular to your organization or geographic area?

_____

_____

_____

_____

16. Does your organization have any particular advantages in regard to recruitment?

_____

_____

_____

_____

17. Are you able, financially and in other ways, to replace retirements and losses? If so, are they replaced at the same level or rank?

_____

_____

_____

_____

_____

18(a). In column A and B, please indicate the relative importance you would give to each criterion when you hire a new faculty member to teach on either a full-time or part-time basis. Criteria should be rated as: (1) extremely important, (2) very important, (3) somewhat important, (4) not important.

Criteria used in hiring faculty

	A Full-time	B Part-time	Other Comments
EdD.			
PhD.			
PhD. from Faculty of Education only			
EdD./PhD. (all but thesis complete)			
MEd.			
MA.			
MA. from Faculty of Education only			
MEd./MA. (all but thesis complete)			
Overall research record			
Presently conducting a research project			
Record of obtaining research grants			
Three or more refereed journal articles			
Strong teaching record			
Elementary/secondary teaching experience			
Professional standing in the field			
University teaching experience			
Personal characteristics			
Compatible with present faculty			
Good role model for students			
Canadian citizen			
Gender			
Visible minority status			
Other (Specify)			

(b) List for each category below the **three** most important criteria in order of priority for faculty hiring.

Full-time appointment _____

Part-time appointment _____

RECRUITMENT AND RENEWAL:

19. Do you have a faculty renewal plan or a planning document that addresses the issue of faculty renewal? Yes ☐ No ☐

20. If yes, are you willing to provide the Principal Investigator with a copy of it or relevant excerpts from it? Yes ☐ (appended) No ☐

21. Does your university have an overall faculty renewal plan or discussion paper?

Yes ☐ No ☐

22. Are there university-wide priorities or constraints in regard to faculty renewal?

_____

_____

_____

_____

23. What are the most serious recruitment problems facing your organization in its efforts toward renewal?

_____

_____

_____

_____

24. What strategies are being or have been developed to overcome these problems and/or other difficulties?

25(a). Do you think that there is an ideal faculty member for your organization? If so, please provide a description of the desirable characteristics. If not, please explain why.

(b). How and from where is it possible to recruit or develop such people; and what are the constraints on doing so?

26. How are special issues, needs and aspirations (e.g., multiculturalism, gender equity, French-language difficulties, integration of theory and practice, etc.) being addressed through faculty renewal?

27. Please outline existing policies and practices which:

(a) facilitate an effective integration of new faculty members into the university community, and _____

_____

_____

_____

(b) offer incentives for in-service opportunities and renewal of experienced faculty.

_____

_____

_____

28. How do collective agreements, overall university or faculty by-laws, policies and practices and superannuation regulations encourage or impede the recruitment of appropriate members for your organization?

_____

_____

_____

_____

_____

STUDENT BODY:

29. Please complete the following charts concerning your enrolment (individuals, **not** full-time equivalents):

ADULT EDUCATION							
DEGREE PROGRAM	APPROXIMATE TOTAL FULL-TIME	APPROXIMATE TOTAL PART-TIME	APPROX. % FEMALE	APPROX. % VISIBLE MINORITY	USUAL COMPLETION RATE %	APPROX. % FROM ONTARIO	APPROX. % FROM REST OF CANADA
MEd							
M A							
EdD							
PhD							

APPLIED PSYCHOLOGY

DEGREE PROGRAM	APPROXIMATE TOTAL FULL-TIME	APPROXIMATE TOTAL PART-TIME	APPROX. % FEMALE	APPROX. % VISIBLE MINORITY	USUAL COMPLETION RATE %	APPROX. % FROM ONTARIO	APPROX. % FROM REST OF CANADA
MEd							
M A							
EdD							
PhD							

CURRICULUM

DEGREE PROGRAM	APPROXIMATE TOTAL FULL-TIME	APPROXIMATE TOTAL PART-TIME	APPROX. % FEMALE	APPROX. % VISIBLE MINORITY	USUAL COMPLETION RATE %	APPROX. % FROM ONTARIO	APPROX. % FROM REST OF CANADA
MEd							
M A							
EdD							
PhD							

EDUCATIONAL ADMINISTRATION

DEGREE PROGRAM	APPROXIMATE TOTAL FULL-TIME	APPROXIMATE TOTAL PART-TIME	APPROX. % FEMALE	APPROX. % VISIBLE MINORITY	USUAL COMPLETION RATE %	APPROX. % FROM ONTARIO	APPROX. % FROM REST OF CANADA
MEd							
M A							
EdD							
PhD							

Higher Education Group

Degree Program	Approximate Total Full-time	Approximate Total Part-time	Approx. % Female	Approx. % Visible Minority	Usual Completion Rate %	Approx. % From Ontario	Approx. % From Rest of Canada
MEd							
M A							
EdD							
PhD							

History and Philosophy of Education

Degree Program	Approximate Total Full-time	Approximate Total Part-time	Approx. % Female	Approx. % Visible Minority	Usual Completion Rate %	Approx. % From Ontario	Approx. % From Rest of Canada
MEd							
M A							
EdD							
PhD							

Measurement, Evaluation and Computer Applications

Degree Program	Approximate Total Full-time	Approximate Total Part-time	Approx. % Female	Approx. % Visible Minority	Usual Completion Rate %	Approx. % From Ontario	Approx. % From Rest of Canada
MEd							
M A							
EdD							
PhD							

SOCIOLOGY IN EDUCATION							
DEGREE PROGRAM	APPROXIMATE TOTAL FULL-TIME	APPROXIMATE TOTAL PART-TIME	APPROX. % FEMALE	APPROX. % VISIBLE MINORITY	USUAL COMPLETION RATE %	APPROX. % FROM ONTARIO	APPROX. % FROM REST OF CANADA
MEd							
M A							
EdD							
PhD							

SPECIAL EDUCATION							
DEGREE PROGRAM	APPROXIMATE TOTAL FULL-TIME	APPROXIMATE TOTAL PART-TIME	APPROX. % FEMALE	APPROX. % VISIBLE MINORITY	USUAL COMPLETION RATE %	APPROX. % FROM ONTARIO	APPROX. % FROM REST OF CANADA
MEd							
M A							
EdD							
PhD							

30. How many of these doctoral students could be reasonably expected to complete and be available for a university position by:

ADULT EDUCATION

1991-1992 _____ 1992-1993 _____ 1993-1994 _____

1994-1995 _____ 1995-1996 _____ 1996-1997 _____

APPLIED PSYCHOLOGY

1991-1992 _____	1992-1993 _____	1993-1994 _____
1994-1995 _____	1995-1996 _____	1996-1997 _____

CURRICULUM

1991-1992 _____	1992-1993 _____	1993-1994 _____
1994-1995 _____	1995-1996 _____	1996-1997 _____

EDUCATIONAL ADMINISTRATION

1991-1992 _____	1992-1993 _____	1993-1994 _____
1994-1995 _____	1995-1996 _____	1996-1997 _____

HIGHER EDUCATION GROUP

1991-1992 _____	1992-1993 _____	1993-1994 _____
1994-1995 _____	1995-1996 _____	1996-1997 _____

HISTORY AND PHILOSOPHY OF EDUCATION

1991-1992 _____	1992-1993 _____	1993-1994 _____
1994-1995 _____	1995-1996 _____	1996-1997 _____

MEASUREMENT, EVALUATION AND COMPUTER APPLICATIONS		
1991-1992 _____	1992-1993 _____	1993-1994 _____
1994-1995 _____	1995-1996 _____	1996-1997 _____

SOCIOLOGY IN EDUCATION		
1991-1992 _____	1992-1993 _____	1993-1994 _____
1994-1995 _____	1995-1996 _____	1996-1997 _____

SPECIAL EDUCATION		
1991-1992 _____	1992-1993 _____	1993-1994 _____
1994-1995 _____	1995-1996 _____	1996-1997 _____

31(a) Do you plan to hire your own graduate students upon completion? Yes ☐ No ☐

(b). If no, please explain why not: _____

_____

_____

_____

_____

_____

32. What difficulties do you encounter in attracting and retaining graduate students?

_____

_____

_____

_____

_____

33. Please make other comments about the topic of faculty renewal which you feel would be useful to this study. _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Again, thank you for your co-operation.

Laverne Gritt

APPENDIX D

Ontario

Teacher Education Council, Ontario
Conseil ontarien sur la formation du personnel enseignant

16th Floor
56 Wellesley Street West
Toronto, Ontario M7A 2B7
Telephone: (416)324-4878
FAX: (416)963-2691

16e étage
56, rue Wellesley ouest
Toronto (Ontario) M7A 2B7
Téléphone: (416)324-4878
Télécopieur: (416)963-2691

February 20, 1992

Dr. T. White
President and Vice-Chancellor
Brock University
500 Glenridge Avenue
St. Catharines, Ontario
L2S 3A1

Dear ~~Dr. White~~ Terry

The issue of faculty renewal in teacher education has emerged as a vital area of concern to faculties of education and the university sector in general, the government, teachers' federations, school boards and other interested parties. Indeed, there seems to be a growing sense of need for both information and action.

In order to address this concern, The Teacher Education Council, Ontario has selected me as a consultant and principal researcher to conduct a study and to make recommendations for consideration on the issue.

As one of the first steps in this process, the enclosed survey was sent to all deans of education in Ontario to gather information about their faculties' short and long term plans which may affect the prospective supply of faculty members.

Since the surveys have now been completed, interviews are being arranged to follow up points made in the response, and to discuss additional topics such as governance, relationships amongst categories of faculty members and appointment, tenure and promotion processes. I shall also be surveying, interviewing or inviting comment from university presidents and representatives from all other groups of stakeholders including government, the federations, the school boards (directors and trustees), recent teacher education graduates and parent groups.

In this regard, I would like to ask for any comments, suggestions or information you may wish to provide on the topic. I am especially interested in knowing about your own perception of the ideal faculty member for a faculty of education and the priorities which should be applied in the hiring process. Your views on the most likely source(s) of supply for such members would also be appreciated. It would be helpful if you could actually complete questions 19(a) and (b) and 26(a) and (c) in the enclosed questionnaire.

I would like to provide you with assurance on two points. First, any publication or dissemination of the results of this study will ensure the confidentiality of your response. Analyses will present aggregate or summary information which preserves the anonymity of the sources. Second, you will be provided with the results of this study as soon as it can be made public.

It is most important that your completed survey be returned by Friday, March 20, 1992. If you have any questions, please do not hesitate to contact me at (416)489-2454.

Once again, thank you fr. your help and co-operation.

Best regards,

Laverne

Laverne Smith
Principal Investigator

UNIVERSITÉ D'OTTAWA
UNIVERSITY OF OTTAWA

FACULTÉ D'ÉDUCATION
FACULTY OF EDUCATION

Le 3 mars 1992

M. Marcel Hamelin
Recteur
Université d'Ottawa
Ottawa (Ontario)
K1N 6N5

Monsieur Hamelin,

Le renouvellement du corps professoral des programmes de Formation à l'enseignement pose un défi de premier plan aux institutions et agences qui en sont responsables. L'université, le gouvernement, les fédérations d'enseignantes et d'enseignants, les conseils scolaires reconnaissent le besoin urgent d'une mise à jour des données et de l'établissement d'un plan d'action dans ce domaine.

À cet effet, le Conseil ontarien sur la formation du personnel enseignant nous a demandé, à titre de consultants francophones de participer à une étude portant sur le renouvellement du corps professoral et de présenter les recommandations qui en découlent.

Comme première étape de cette étude, les doyens et doyennes des facultés d'éducation ont complété un questionnaire-enquête dont vous trouverez copie ci-jointe. Il porte sur la planification à court et à long terme en rapport avec la demande future de professeurs.

Cette première étape étant terminée, nous voulons maintenant mener une série d'entrevues dans le but de compléter les données de l'enquête et d'obtenir d'autres renseignements portant sur la gestion facultaire, les rapports entre les divers membres de la faculté, le processus d'embauche, l'obtention de la permanence et les promotions. Participeront également à cette deuxième étape par le biais d'entrevues, de rencontres, de commentaires écrits, des présidentes et présidents d'université, ainsi que des représentantes et des représentants du gouvernement, des fédérations d'enseignantes et d'enseignants, des conseils scolaires (cadres, conseillères et conseillers scolaires) des nouveaux diplômés et des associations de parents.

Nous apprécierions recevoir vos commentaires, suggestions ou renseignements au sujet du renouvellement du corps professoral. Nous voulons surtout connaître vos perceptions du professeur idéal pour une faculté d'éducation, des priorités qui devraient régir le processus d'embauche, ainsi que les sources les plus aptes à fournir ce genre de professeur. Il serait utile que vous complétiez à cet effet les questions 19(a) et (b) et 26(b) et (c) du questionnaire ci-joint.

145 JEAN-JACQUES LUSSIER, OTTAWA, ONTARIO, CANADA K1N 6N5

Il est bien entendu que la publication des résultats de l'étude assurera la confidentialité de vos réponses. L'analyse et la présentation des données se feront globalement, conservant ainsi l'anonymat des sources de renseignements. Vous recevrez également copie de cette étude dès sa publication.

Les échéanciers étant serrés, la date de retour est fixée au 31 mars 1992. Veuillez nous faire parvenir vos réponses à l'adresse suivante: Faculté d'éducation, Université d'Ottawa, Ottawa (Ont.), K1N 6N5. N'hésitez pas à communiquer avec nous pour tout renseignement supplémentaire.

Veuillez agréer l'expression de nos sentiments les meilleurs.

Yves Herry
Consultant

Denis Levesque
Consultant

APPENDIX E

Ontario

Teacher Education Council, Ontario
Conseil ontarien sur la formation du personnel enseignant

16th Floor
56 Wellesley Street West
Toronto, Ontario M7A 2B7
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16e étage
56, rue Wellesley ouest
Toronto (Ontario) M7A 2B7
Téléphone: (416)324-4878
Télécopieur: (416)963-2691

February 20, 1992

Margaret Wilson
Secretary Treasurer
The Ontario Teachers' Federation
Suite 700
1260 Bay Street
Toronto, Ontario M5R Z8S

Dear Margaret:

The issue of faculty renewal in teacher education has emerged as a vital area of concern to faculties of education and the university sector in general, the government, teachers' federations, school boards and other interested parties. Indeed, there seems to be a growing sense of need for both information and action.

In order to address this concern, The Teacher Education Council, Ontario has selected me as a consultant and principal researcher to conduct a study and to make recommendations for consideration on the issue.

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In this regard, I would like to ask for any comments, suggestions or information your organization may wish to provide on the topic. I am especially interested in knowing about your perception of the ideal faculty member for a faculty of education and the priorities which should be applied in the hiring process. Your views on the most likely source(s) of supply for such members would also be appreciated. It would be helpful if you could actually complete questions 19(a) and (b) and 26(a) and (c) in the enclosed questionnaire.

I would like to provide you with assurance on two points. First, any publication or dissemination of the results of this study will ensure the confidentiality of your response. Analyses will present aggregate or summary information which preserves the anonymity of the sources. Second, you will be provided with the results of this study as soon as it can be made public.

It is most important that your completed survey be returned by Friday, March 20, 1992. If you have any questions, please do not hesitate to contact me at (416)489-2454.

Once again, thank you for your help and co-operation.

Warm regards,

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UNIVERSITÉ D'OTTAWA
UNIVERSITY OF OTTAWA

FACULTÉ D'ÉDUCATION
FACULTY OF EDUCATION

Le 3 mars 1992

M. Réal Lachapelle
Président
Association des surintendantes et
des surintendants franco-ontariens
145, Jean-Jacques Lussier
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Monsieur Lachapelle,

Le renouvellement du corps professoral des programmes de Formation à l'enseignement pose un défi de premier plan aux institutions et agences qui en sont responsables. L'université, le gouvernement, les fédérations d'enseignantes et d'enseignants, les conseils scolaires reconnaissent le besoin urgent d'une mise à jour des données et de l'établissement d'un plan d'action dans ce domaine.

À cet effet, le Conseil ontarien sur la formation du personnel enseignant nous a demandé, à titre de consultants francophones de participer à une étude portant sur le renouvellement du corps professoral et de présenter les recommandations qui en découlent.

Comme première étape de cette étude, les doyens et doyennes des facultés d'éducation ont complété un questionnaire-enquête dont vous trouverez copie ci-jointe. Il porte sur la planification à court et à long terme en rapport avec la demande future de professeurs.

Cette première étape étant terminée, nous voulons maintenant mener une série d'entrevues dans le but de compléter les données de l'enquête et d'obtenir d'autres renseignements portant sur la gestion facultaire, les rapports entre les divers membres de la faculté, le processus d'embauche, l'obtention de la permanence et les promotions. Participeront également à cette deuxième étape par le biais d'entrevues, de rencontres, de commentaires écrits, des présidentes et présidents d'université, ainsi que des représentantes et des représentants du gouvernement, des fédérations d'enseignantes et d'enseignants, des conseils scolaires (cadres, conseillères et conseillers scolaires) des nouveaux diplômés et des associations de parents.

Nous apprécierions recevoir vos commentaires, suggestions ou renseignements au sujet du renouvellement du corps professoral. Nous voulons surtout connaître vos perceptions du professeur idéal pour une faculté d'éducation, des priorités qui devraient régir le processus d'embauche, ainsi que les sources les plus aptes à fournir ce genre de professeur. Il serait utile que vous complétiez à cet effet les questions 19(a) et (b) et 26(b) et (c) du questionnaire ci-joint.

145 JEAN-JACQUES LUSSIER, OTTAWA, ONTARIO, CANADA K1N 6N5

Il est bien entendu que la publication des résultats de l'étude assurera la confidentialité de vos réponses. L'analyse et la présentation des données se feront globalement, conservant ainsi l'anonymat des sources de renseignements. Vous recevrez également copie de cette étude dès sa publication.

Les échéanciers étant serrés, la date de retour est fixée au 31 mars 1992. Veuillez nous faire parvenir vos réponses à l'adresse suivante: Faculté d'éducation, Université d'Ottawa, Ottawa (Ont.), K1N 6N5. N'hésitez pas à communiquer avec nous pour tout renseignement supplémentaire.

Veuillez agréer l'expression de nos sentiments les meilleurs.

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APPENDIX F

Questions for Interviews with Deans of Education in Faculty Renewal Study

1. Follow-up questions from survey completed in fall 1991.

2. What is your conception of faculty renewal?

3. How would you describe the interaction or link between organizational renewal and policy development or policy analysis activities in general?

4. What are your Faculty's planning processes?

5. What changes or activities do you anticipate in your faculty in regard to faculty renewal?

6. What strategies will you use to obtain your share of scarce resources?

7. How do you plan to deal with the age-old theory /practice separation when you have renewal opportunities?

8. Describe your Faculty's appointments process? Who is involved in an advisory role, decision-making role and who makes the final decision (e.g., all faculty, tenured faculty, dean, vp academic, president)?

9. Who is the ideal faculty member? List in order of importance to you the top three criteria for hiring a tenure-stream candidate? Are there differences of opinion on this matter within your faculty? If so, how do you resolve or negotiate the situation?

10. Do you believe in a "grow your own" model if necessary to ensure that you are able to appoint appropriate faculty members?

11. How long can a contractually limited appointment and a secondment continue in your university? Have you found that these routes can be a way to "buy" time until an individual is prepared for the tenure-stream route?

12. What is the role of a secondment in your Faculty and how useful or important are they to your operation? What are the reasons for their use? What relationships do they have with other faculty?

13. There seem to be few senior appointments being made overall in teacher education in Ontario in the past several years. What are the deterrents to hiring such faculty?

14. What are the deterrents to hiring (a) women (b) visible minorities? What are the deterrents to them gaining leadership appointments?

15. How satisfied are you with your 1991 recruits? Why did you hire those that you did in your Faculty?

16. Why is Ontario presently hiring a substantial proportion of education faculty from outside the province and from outside of Canada?

17. Has your Faculty found any difficulty in orienting new recruits from other jurisdictions?

18. What role have cross-appointments played in your Faculty and how useful or effective do you think they can be in teacher education?

19. One aspect of renewal is hiring new faculty, another is creating new policy, programs and innovations. Still another is helping on-going or aging faculty to continue to grow and renew themselves professionally. Could you comment on this challenge and discuss your own success, failure and strategies in this regard? Particularly, how do we make certain that all faculty re-tool to stay vital and what exactly is done?

20. Why do you think that some jurisdictions in the USA have developed small experimental centres for teacher education outside of the universities?

21. In regard to generating new teacher education faculty, how well served do you think we are by the location and size of present master's and doctoral programs in Ontario?

22. What is your view of the changes regarding teachers' superannuation (stoppage of portability between school boards and universities after Jan 1990) which the university presidents (COU) arranged with the Deputy Minister in 1988-89?

23. The literature refers to two cultures which co-exist in professional faculties in universities. Some claim that we have a pathology of two cultures; others claim that it is not dysfunctional, but creates a useful tension. What is your view of the topic based on your own experience and background? What do recent trends suggest? Are the two cultures in balance or is one gaining prominence over the other? If so, why and to what effect on teacher education?

24. Describe your faculty governance? Who are the participants in decision-making on general policy matters, program matters and on staffing and tenure & promotion (if there is a difference)? Does anyone outside of your immediate full-time faculty group have a vote or a voice in any way?

25. How do innovations such as some of the recent program changes in teacher education interact with faculty renewal?

26. Would you briefly describe your own career profile? What is your background and what positions have you held, particularly prior to becoming dean of education?

27. How has your background in teacher education (if any) influenced your leadership in the area.What special strengths do you bring to the task?

28. How do you feel about the leadership in teacher education in Ontario in an overall way? Some sources claim that we have a very small pool of people who actually want to hold leadership positions in faculties of education now. Do you think that there is any merit to such assertions. If so, why are leadership positions not attractive.

29. Are there any other comments you want to add or issues that you wish to discuss about faculty renewal?